

**Making the Framework FAIR:
California History-Social Science Framework
Proposed LGBT Revisions Related to the FAIR Act**

A Report Sponsored by the Committee on LGBT History

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Executive Summary

The California Department of Education has the opportunity to make history by revising its K-12 History-Social Sciences Framework to bring it into compliance with SB 48, the Fair, Accurate, Inclusive, and Respectful Education Act (FAIR Act). In 2011, the FAIR Act amended the Education Code to ensure that the roles and contributions of LGBT people and people with disabilities are accurately portrayed in K-12 history instruction. This report, sponsored by the Committee on Lesbian, Gay, Bisexual, and Transgender History (CLGBTH), an affiliated society of the American Historical Association, proposes revisions related to lesbian, gay, bisexual, and transgender (LGBT) history. It focuses on the Framework for grades 2, 4, 5, 8, and 11. Over a dozen historians from around the nation made suggestions for revisions, focusing on LGBT history but necessarily including related material on gender, race, class, and disability, and produced scholarship-supported justifications with suggested resources for teachers. An Executive Committee evaluated revisions and justifications for clarity, accuracy, and relevance to U.S. history and grade-appropriate content. The final report represents a synthesis of this collaborative process and had the input of 20 leaders in the field of LGBT history. Adopting the recommended revisions will make the Framework more accurate by incorporating findings from decades of professional gender and sexuality history. Improving the K-12 curriculum in this way promotes an active, responsible citizenry in an increasingly diverse society. This report can also serve as a best-practices template for similar efforts toward the inclusion of LGBT history in K-12 education across the country.

Introduction

U.S. lesbian, gay, bisexual, and transgender (LGBT) history is a thriving field of academic scholarship. Since the 1970s, scholars have created and delved into archives, generating thousands of books and articles, a number of which have earned the historical profession's top prizes. The field of scholarly LGBT history has, over the past 40 years, established all of the hallmarks of other areas of academic history. It has its own professional organization, the Committee on Lesbian, Gay, Bisexual, and Transgender History (CLGBTH), which is the major organizational sponsor of this report. The CLGBTH is an affiliated society of the American Historical Association, the largest professional organization in the United States devoted to the study and promotion of history and historical thinking. In addition, LGBT history has multiple university press book series, peer-reviewed journals, national and international conferences, postdoctoral fellowships, graduate programs, specialized graduate and undergraduate courses, and numerous textbooks geared toward secondary and postsecondary students. Just as February is African American History Month and March is Women's History Month, October has been established as LGBT History Month. It is increasingly impossible to meaningfully understand history without attending to the ways that different societies have organized, experienced, and regulated sexuality and gender. LGBT historical scholarship explores how changing conceptions of gender and sexuality in U.S. history and the development of LGBT identities, communities, and social movements contribute central elements to the story of the past and present.

This report approaches the challenge of integrating LGBT history into California's K-12 History - Social Sciences Framework by suggesting detailed revisions

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that show how history is best understood as the convergence of multiple stories. The incorporation of LGBT history into these standards cannot be merely additive, just another thread in the tapestry of U.S. history that leaves the rest of the historical record unaltered. Rather, bringing sexuality and gender-based analyses to bear upon U.S. history necessarily transforms the way the past is understood as surely as have the inclusion of people of color, women, people with disabilities, and many others. Just consider gender diversity among Native American peoples; the homosocial worlds of factories, education, and settlement houses, where romantic friendships flourished; urban working-class culture, immigration, and the emergence and policing of new sexual systems; the emergence of the concept of homosexuality as a mental illness; sexual and gender diversity in artistic communities, including the Harlem Renaissance; the ways in which the Second World War both mobilized and contained gay and lesbian communities; the Red Scare's more entrenched and long-lasting antigay cousin, the Lavender Scare; homophile and gay liberation movements as part of the civil rights struggle; and conceptions of citizenship, including issues of immigration, marriage, and a right to free expression and self-determination. When we take just this small sampling of subjects that have been researched, analyzed, and written about by professional historians of the LGBT past, we encounter an American history that cannot be comprehended without an understanding of changing concepts of sexuality and gender, in conjunction with race, ethnicity, class, disability, age, and other categories of difference.

In May 2013, the Committee on LGBT History, with the support of the GSA Network and Our Families Coalition, launched a rigorous project to recommend to the California Department of Education revisions of the California K-12 History - Social

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Science Framework in order to bring it into alignment with the LGBT-inclusion requirements of SB 48, the Fair, Accurate, Inclusive, and Respectful Education Act (FAIR Act). Signed into law by Governor Jerry Brown in July 2011, the FAIR Act amended the Education Code to ensure that the roles and contributions of LGBT people and people with disabilities are accurately portrayed in K-12 history instruction. It adds these groups to the existing list of underrepresented groups (such as people of color, women, and religious minorities) already in the state's longstanding inclusionary education requirement.

In June 2013, a Executive Committee assembled, made up of three California-based scholars: Don Romesburg (Co-Chair of the Committee on LGBT History and Chair of Women's and Gender Studies at Sonoma State University), Leila Rupp (Professor of Feminist Studies at the University of California, Santa Barbara, and author of the text *A Desired Past*), and David Donahue (Associate Provost of Mills College and Professor of Education). The Executive Committee reviewed the entire K-12 Framework and identified key areas for potential revision in grades 2, 4, 5, 8, and 11. The Committee then identified over a dozen LGBT historians from around the nation with particular expertise in given time periods and subjects areas. These scholars each evaluated a particular standard (or set of standards) in the Framework, made conceptual and detailed suggestions for revision to the Framework's narrative and related standards, and produced a justification for these changes that included a rationale and relevant scholarship. In October, the Executive Committee evaluated scholars' suggested revisions and justifications for clarity, accuracy, and relevance to U.S. history and grade-appropriate content. The final report represents a synthesis of this collaborative process

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and has had the input of 20 leaders in the field of LGBT history. After being submitted to the California Department of Education in November 2013, the CLGBTH will, in 2014, make this document public in hopes that it will serve as a best-practices template for similar efforts toward the inclusion of LGBT history in K-12 education nationally.

The California Department of Education should accept the revisions suggested in this report because it will make the Framework more historically accurate and a better reflection of American history as it is now understood by scholars of the past. In addition, the incorporation of these revisions will further a central function of K-12 social science: to provide an appreciation of the ways that historical forces shape contemporary conditions as one means of preparing students to become well-informed, inclusive, and active citizens in an increasingly diverse society. As the Committee on LGBT History wrote in its statement on the FAIR Act:

An inclusive narrative helps students grapple with why a particular population was targeted at that time, analyze how that persecution might relate to other civil rights movements, and question how historical prejudice might influence current debates. Learning about how LGBT people and people with disabilities have fought for social recognition, political and economic equity, and civic access, as well as analyzing how these populations have been discriminated against, provides students with tools to become more well-informed, robust citizens. More importantly, such curricular inclusions offer social studies teachers an opportunity to teach their students a vital truth: that categories like sexuality,

ability, race, gender, and class are historically constructed; they map specific relations of power onto biological, cultural and economic differences.¹

Adopting these revisions to the Framework also has the potential to help educators and districts actualize immediate effects in the schools. Findings from the 2008 Preventing School Harassment Survey show that anti-gay bullying drops by over half in schools where students are taught about LGBT people. The *Lessons that Matter* study (2012) reveals that LGBT students have a greater sense of safety when supportive approaches to LGBT issues are in the curriculum. School climate as a whole is also positively affected.²

Harvey Milk, a major figure in the LGBT history of California and the nation, spoke of “Hope for a better world, hope for a better tomorrow, hope for a better place to come.... Without hope, not only gays, but the blacks, the seniors, the handicapped, the us'es, the us'es will give up.”³ Including the history of LGBT people, events, and issues allows students to appreciate the complexity of the past, think critically and expansively about possibilities for change in the future, and discover the roles that they can play in achieving an inclusive and respectful society. For the sake of scholarly accuracy and the promotion of an active, responsible citizenry, the California Department of Education should make history by adopting the revisions recommended in this report.

¹ Committee on LGBT History, “Social Studies and the FAIR Act,” *Perspectives on History* (Washington, D.C.: American Historical Association: November 2012), available at .

² Hilary Burdge, et al., *Lessons That Matter: LGBTQ Inclusivity and School Safety*, Gay-Straight Alliance Network and California Safe Schools Coalition Research Brief No. 14 (San Francisco, CA: Gay-Straight Alliance Network, 2012), available at http://www.gsanetwork.org/files/aboutus/PSH%20Report%206_2012.pdf. Accessed 17 November 2013.

³ Randy Shilts, *The Mayor of Castro Street: The Life and Times of Harvey Milk* (New York: St. Martin's Press, 1982), 363.

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Grade Two - People Who Make a Difference

Proposed Revisions: 2.1

Students in the second grade are ready to learn about people who make a difference in their own lives and who have made a difference in the past. They develop their own identities as people who have places in their communities. Students start their study of people who make a difference by studying the families and people they know. **Through studying the stories of diverse families in the past, including immigrant families, lesbian and gay parents and their children, families of color, step- and blended families, families headed by single parents, extended families, families with disabled members, and adoptive families, students can both locate themselves and their own families in history and learn about the lives and historical struggles of their peers.**

Students themselves can make a difference by engaging in service-learning to improve their schools or communities.

Families Today and in the Past

In Standard 2.1, students develop a beginning sense of history through the study of the family, a topic that is understandable and interesting to them. Students are introduced to primary sources related to family history including photographs, family trees, artifacts, and oral histories. Students study the history of a family and may construct a history of their own family, a relative's or neighbor's family, or a family from books or personal experience. In developing these activities, teachers need be sensitive to family privacy,

and protect the wishes of students and parents who prefer not to include their families in these activities. **In asking students about their family stories, it is important that teachers not assume any particular family structure, and ask their questions in a way that will easily include children from diverse family backgrounds.**

Students will be introduced in Standard 2.1 to family stories and historical sources that illustrate the diversity of the American family experience, including the experiences of immigrant families, blended and divorced families, families of all races and ethnicities, foster and adoptive families, LGBT-parented families, families with disabled members, and families from different religious traditions. Students should be encouraged to see the struggles and joys of family diversity in a historical context.

Members of students' families can be invited to tell about the experiences of their families. Quality literature books may be shared to help students acquire deeper insights into life in the past and the cultures from which the families came; the stories, games, and festivals parents or grandparents might have enjoyed as students; the work that students as well as their families would have been expected to do; their religious practices; and the dress, manners, and morals expected of family members at that time. Students are encouraged to compare and contrast their daily lives with those of families who have lived in the past.

To deepen student understanding and engagement **with the relationships of modern-day families to the history of their cultures and communities**, students can read *Dear Juno* by Soyung Pak, ~~and~~ *The Boy with Long Hair* by Pushpinder (Kaur) Singh, *Gloria Goes to Gay Pride* by Leslea Newman, and *Four Seasons of Corn: A Winnegbago*

***Tradition* by Sally Hunter. In these selections, modern-day children interact with family traditions and the world outside of their home. Discussion of these books can facilitate conversations about how families celebrate their heritage in different ways, some families are spread out over more than one country or household, and some children face misunderstanding based on their family's race or ethnicity, parents' sexual orientation, and diverse cultural traditions.**

In this standard, students also develop the concept of chronological thinking as they construct timelines to place important events in their lives in the order in which they occurred. Students can construct timelines of their school day and important events in their lives and family members' lives. ***Books such as Jacqueline Woodson's This Is the Rope: A Story from the Great Migration, Elvira Woodruff's The Memory Coat by Elvira Woodruff, and Eve Bunting's Going Home can give students a sense of families who migrate over great distances and the time involved in these historical experiences.***

History–Social Science Content Standards

Grade Two

People Who Make a Difference

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. **Encourage awareness of diverse families past and present, including immigrant families, blended and divorced families, families of all races and ethnicities, families from different religious traditions, foster and adoptive families, families with disabled members, and LGBT-parented families.**
3. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. Encourage students to look for movement and migration in the stories of their own families that connect with those in the books read for this standard.
4. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

Justification:

California’s schoolchildren come from a complex array of cultural backgrounds and traditions. Movement, migration, and diversity have always characterized the state’s families. Standard 2.1 should include immigrant families, families of color, blended, adoptive, and same-sex households, and families with disabled members to reflect this diversity and allow students in the classroom to see their own families reflected in the discussions of family history and cultural heritage. These stories will also introduce students to the ways that families have struggled with and overcome prejudice from society outside their homes, and the ways children have been a powerful part of changing these biases through everyday interactions. The specific inclusion of a discussion of the history of lesbian mothers, gay fathers, and their children is a critical component of this standard. A family curriculum that includes same-sex households will allow students to see these families and their struggles in the context of familial and cultural diversity past and present.

Between 250,000 and a million children are currently being raised by lesbian or gay parents in the United States. In the popular media, these families are often portrayed as a new phenomenon in American culture, part of a “lesbian gay-by boom” that began in the mid-1980s. In fact, lesbians and gay men in the United States have been raising children for generations. In the 1970s, as gay and lesbian political movements challenged the invisibility of lesbian and gay lives, these families became visible for the first time and, as a result, lesbians and gay men nationwide faced the danger of losing their custodial or full parental rights. Lesbian and gay

parents organized groups and challenged the cultural misperception of the family as exclusively heterosexual, and by so doing, encouraged both the later gay and lesbian baby boom and the modern focus on parental and domestic rights in the LGBT civil rights movement.

A historical perspective offers a powerful tool for including the children of LGBT parents, a rapidly increasing demographic, in classroom discussions of families. Often, these children have been left out of discussions of family history. Including them provides a validation of their families at the same time as it helps to provide other students in the classroom an inclusive understanding of family diversity that reflects social reality in the United States. An awareness of the history of lesbian mothers, gay fathers, and their children will also help young students engage with more modern political discussions of LGBT family rights and to see the ways that this fits into a historical context.

For scholarship on the history of lesbian mothers, gay fathers, and their children in the United States, see Daniel Rivers, *Lesbian Mothers, Gay Fathers, and Their Children in the United States since World War II* (2013). This book provides an in-depth history of lesbian and gay families since the 1940s and will provide elementary school teachers with a set of stories, some photos and primary documents, and the historical background to help them discuss the history of lesbians and gay families in the context of Standard 2.1. See also, Daniel Rivers, “Queer Generations: Teaching the History of Same-sex Parenting since the Second World War,” in *Understanding and Teaching Lesbian, Gay, Bisexual, and Transgender History* (forthcoming).

Grade Four—California: A Changing State

Proposed Revisions: 4.2, 4.3, 4.4

The history of California is rich with ethnic, **gender, social,** and cultural diversity, economic energy, geographic variety, and growing civic community. The study of California history in the fourth grade provides students with foundational opportunities to learn in depth about their state, including the people who live here, and how to become engaged and responsible citizens.

The story of California begins in pre-Columbian times, in the culture of the American Indians who lived here before the first Europeans arrived. The history of California then becomes the story of successive waves of immigrants from the sixteenth century through modern times and the enduring marks each left on the character of the state. These immigrants include (1) the Spanish explorers, Indians from northern Mexico, Russians, and the Spanish-Mexican settlers of the Mission and Rancho period, known as “Californios,” who introduced European plants, agriculture, and a herding economy to the region; (2) the people from around the world who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Chinese, Japanese, Korean, Filipino, Sikhs, and other immigrants of the second half of the nineteenth century, who provided a new supply of labor for California’s railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the first half of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States. Because of their early arrival in

the New World, people of African descent have been present throughout much of California's history, contributing to the Spanish exploration of California, the Spanish-Mexican settlement of the region, and California's subsequent development throughout the nineteenth and twentieth centuries. **California history also provides an excellent opportunity to study people from the cultures of Native Californians and others who settled here who had diverse gender identities and affectional relationships.**

To bring California's history, geography, **diverse society**, and economy to life for students and promote respect and understanding, teachers emphasize its people in all their ethnic, racial, **gender**, and cultural diversity. Fourth-grade students learn about the daily lives, adventures, accomplishments, cultural traditions, and dynamic energy of the ~~laborers and entrepreneurs~~ **residents** who formed the state and shaped its varied landscape.

In grade four emphasis is also placed on the regional geography of California. Students analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present.

Finally, by developing a time line, students will be able to put into chronological order events and developments that changed the course of California history, such as the Mexican-American War, the Bear Flag Republic, the Gold Rush, and California's admission to statehood in 1850.

Physical and Human Geographic Features that Define California

By the fourth grade, students' geographic skills have advanced to the point where they can use maps to identify latitude and longitude, the poles and hemispheres, and plot locations using coordinates. Students locate California on the map and analyze its location on the western edge of North America, separated from the more densely settled parts of the American heartland by mountains and wide desert regions. They learn to identify the mountain ranges, major coastal bays and natural harbors, and expansive river valleys and delta regions that are a part of the setting that has attracted settlement for tens of thousands of years. During their study of California history, students will use maps, charts, and pictures to describe how California communities use the land and adapt to it in different ways.

Pre-Columbian Settlements and People

California has long been home to American Indian peoples, who lived along the coast, in the river valleys, and in the desert areas. Students learn about the major language groups of the American Indians and their distribution, social organization, legends and beliefs, and economic activities. Students study the extent to which early people of California depended on, adapted to, and modified the physical environment by cultivation and the use of sea resources. By exploring **Native Californian cultures, students also learn about gender/sexual systems that differed significantly from those of European explorers and colonizers. Some Native California cultures accepted third gender roles for females who preferred to assume men's social roles and males who assumed women's social roles. Such gender diversity often did not fit well with the gender order of Spanish missionaries.**

Contemporary cities and densely settled areas frequently are located in the same areas as these early American Indian settlements, especially on the coasts where rivers meet the sea. In analyzing how geographic factors have influenced the location of settlements, then and now, students have an opportunity to observe how the past and the present may be linked by similar dynamics.

European Exploration and Colonial History

In this unit students will learn about the Spanish exploration of the New World and the colonization of New Spain. They review the motives for colonization, including rivalries with other imperial powers such as Britain and Russia, that brought Spanish soldiers and missionaries northward from Mexico City to Alta California. The stories of Junipero Serra, Juan Crespi, Juan Bautista de Anza, and Gaspar de Portolá are told as part of this narrative. Students learn about the presence of African and Filipino explorers and soldiers in the earliest Spanish expeditions by sea and land. The participation of Spaniards, Mexicans, Indians from northern Mexico, and Africans in the founding of the Alta California settlements are also noted. In mapping these routes and settlements, students observe that access to California was difficult because of the physical barriers of mountains, deserts, and ocean currents and also due to the closing of land routes by Indians hostile to foreigners. Teachers may point to the Yuma Massacre of 1781 and its role in discouraging subsequent overland travel from Northern Mexico into Alta California.

Missions, Ranchos, and the Mexican War for Independence

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To secure the northwestern frontier of New Spain, King Charles III began colonizing California in 1769. While soldiers arrived to defend the territory, Franciscan missionaries came to convert native peoples to Christianity. With so few colonists, Spanish authorities believed they could transform Indian peoples into loyal Spanish subjects by converting them to Christianity, introducing them to Spanish culture and language, and intermarriage. The introduction of Christianity affected native peoples, many of whom combined Catholicism with their own belief systems. Vastly outnumbered by native peoples, missionaries relied on some Indian leaders to help manage the economic, religious, and social activities of the missions. Cattle ranches and civilian pueblos developed around missions built by forced Indian labor. Here, colonists introduced European plants, agriculture, a pastoral economy based mainly on cattle, and Spanish culture. This may also provide support for the teaching of the Environmental Principles and Concepts (see Appendix D).

The historical record of this era remains incomplete due to the relative absence of native testimony, but it is clear that while missionaries brought agriculture, the Spanish language and culture, and Christianity to the native population, American Indians suffered in many California missions. The death rate was extremely high. Contributing factors included the hardships of forced labor, and, primarily, the introduction of diseases for which the native population did not have immunity. Moreover, the imposition of forced labor and highly structured living arrangements degraded individuals, constrained families, circumscribed native culture, and negatively impacted scores of communities.

Teachers may also explore the ways in which Spanish missionaries worked to fundamentally alter Native Californian cultures by trying to eliminate gender and

sexuality identities and practices among the Indians that Spanish felt were unacceptable.

Sensitivity and careful planning are needed to bring the history of this period to life for students in a thoughtful way. Teachers emphasize the daily lives of the people who occupied the ranchos, missions, presidios, haciendas, and pueblos, using literature, journal writing, and other activities designed to help students analyze carefully selected primary and secondary sources in order to help them understand and articulate the views of the native population, the Spanish military, and the missionaries.

The Mexican War for Independence is studied and discussed, including how it resulted in Mexican trade laws that opened up California to international commerce. During Mexican rule in California, merchants, traders, and sailors arrived from the United States and England to buy cowhides and tallow. By analyzing California's geography, students will see how the natural barriers and remoteness of the region influenced settlement patterns during this period.

The Gold Rush and Statehood

With awareness of the physical barriers of the California landscape, students read about the travels of Jedediah Smith, James Beckwourth, John C. Fremont, Christopher "Kit" Carson, and early pioneer families such as the Bidwell and Donner parties. Students gain an appreciation of the hardships of the overland journey.

As more American immigrants began to arrive, Mexico was struggling with a brewing border dispute along the Rio Grande River in Texas. At the same time, United States President James K. Polk desired the rich fertile lands of California for the United

States. Word of the Mexican–American War being declared in 1846 was slow in reaching California. By then, the troubles between American settlers and Mexicans had begun in earnest. A band of rowdy Americans revolted in June 1846 and took over the city of Sonoma. They raised the Bear Flag for the first time in California. By July, a United States warship had captured Monterey. Approximately one-third of the northern half of Mexico, including California, became part of the United States after the United States defeated Mexico in the Mexican–American War of 1846-1848.

Unfortunately for Mexico, just as the war was ending, James Marshall discovered a little nugget of gold in California. Students study how the discovery of gold and the spread of its news throughout the world affected the multicultural aspects of California’s population. Students can compare the long overland route over dangerous terrain to the faster sea route, either via Panama or around Cape Horn. Teachers can read aloud excerpts from Richard Henry Dana, Jr.’s *Two Years Before the Mast*. The arrivals of Asians, Latin Americans, and Europeans are included as part of this narrative. **Students can also explore how the gender imbalance between women and men in California during the gold rush era led a number of men to take on women’s roles and allowed some men to form intimate relationships with other men. Frontier conditions also allowed women who wished to participate in the gold rush to pass as men.** To bring this period to life, students can sing the songs and read the literature of the day, including newspapers. They might dramatize a day in the goldfields and compare the life and fortunes of a gold miner with those of traders in the gold towns and merchants in San Francisco. **They may also consider primary sources dealing with gender and relationship diversity by reading or listening to Bret Harte’s short story “The Poet**

of Sierra Flat” (1873) and newspaper articles about the life of the female-to-male

Charley Parkhurst or viewing André Castaigne’s sketch “Miners’ Ball during the Gold Rush.”

Students consider how the Gold Rush changed California by bringing sudden wealth to the state; affecting its population, culture, and politics; and instantly transforming San Francisco from a small village in 1847 to a bustling city in 1849. On the negative side, the Gold Rush robbed many of California’s earlier Mexican and Indian residents of their land grants and property rights and caused irreparable environmental destruction through the system of hydraulic mining that was introduced in the 1850s. Students learn about women who helped to build California during these years, such as Bernarda Ruiz, María Angustias de la Guerra, Louise Clapp, ~~and~~ Sarah Royce and Biddy Mason.

Students can explore the challenges California faced as a result of the Gold Rush. The class may be divided into small groups. Each group studies the role of a different ethnic group that participated in the Gold Rush or was influential in the growth of the state during this period. Students can also read some of the many stories about the California mining camps. They might identify the causes and effects of conflicts in the camps by expressing their ideas in letters to the editor of an 1850s newspaper.

In discussing California statehood, teachers may want to link California’s bid to join the Union with the controversy over slavery expansion in the United States. California played an important role in the Compromise of 1850, which signaled Congress’ desires to balance slave and nonslave representation in government, but also in many ways foreshadowed the impending crisis of the Civil War. Students may discuss the question of whether gold from California helped the Union win the war. Comparisons can also be

made between governments during the Spanish and Mexican periods and after California became a state. California's state constitution and the government it created are introduced here, and discussed in further detail in the last unit at the end of the course.

California as an Agricultural and Industrial Power

The years following 1850 brought a transportation revolution, increased **gender, race, ethnic, and relationship** diversity, and agricultural and industrial growth to California. The Pony Express, the Overland Mail Service, and the telegraph service linked California with the East. The completion of the transcontinental railroad in 1869 linked California with the rest of the nation. With the help of topographic maps and Mary Anne Fraser's *Ten Mile Day*, students can follow the Chinese workers who forged eastward from Sacramento through the towering Sierra Nevada mountains, digging tunnels and building bridges with daring skill. They then meet the "sledge and shovel army" of Irish workers who laid the tracks westward across the Great Plains. Completion of the railroad and newly built seaports increased trade between Asia and eastern cities. They also brought thousands of new settlers to California, including the Wakamatsu Tea and Silk Colony from Japan. Students analyze the hostilities toward the large Chinese labor force in California during the 1870s that led to the Chinese Exclusion Act of 1882.

The anti-Chinese movement framed Chinese workers as a threat to white men's economic security, as well as to dominant sexual and gender norms. The Gentlemen's Agreement in 1907, singling out Japanese immigrants, further limited Asian admissions to the United States. **Students should also consider the large population of racially diverse transient male laborers who worked in logging, agriculture, and railroad**

construction and formed intimate relationships with each other. During the early gold rush years Californians had tolerated many forms of same-sex intimacy and cross-gender expression. As the state grew in economic and political power, successive governments cracked down on such practices through local and state indecency and anti-cross-dressing laws.

The invention of the refrigerated railroad car opened eastern markets to California fruit and produce. Students examine the special significance of water in a state in which agricultural wealth depends on cultivating dry regions that have longer growing seasons and warmer weather. Students study the geography of water, the reclamation of California's marshlands west of the Sierra Nevada, and the great engineering projects that bring water to the Central Valley and the semiarid south. Students also examine the continuing conflicts over water rights.

As California became home to diverse groups of people, its culture reflected a mixture of influences from Central America; South America; eastern, southern, and western Asia; and Europe. Students can compare the many cultural and economic contributions these diverse populations have brought to California and can make the same comparisons for California today. Students can conduct research using the resources of local historical societies and libraries to trace the history of their own communities. Students are encouraged to incorporate literature that represents different cultures **as well as people with gender and sexual identities that we might today recognize as lesbian, gay, and transgender.** They then might create a display documenting the contributions for the library.

Modern California: Immigration, Technology, and Cities

Students in grade four learn about the development of present-day California with its commerce, large-scale commercial agriculture, communications industry, aerospace technology, and important trade links to nations of the Pacific Basin and other parts of the world. Since the beginning of World War II, California has changed from an underdeveloped, resource-producing area to an industrial giant. Students might analyze how California's industrial development was strengthened after the war by the building of an extensive freeway system, which in turn led to the demise of the inter-urban railway system. The extension of water projects, including canals, dams, reservoirs, and power plants, supported the growing population and its expanding need for electrical power. Students examine the impact of these engineering projects on California's wild rivers and watersheds and the long-term consequences of California's heavy overdraft on its ground water resources.

Through their studies, students understand the importance of **people in supporting and driving this extensive growth, and how the state became a magnet for migrants of all types. A flood of new residents seeking work arrived during the Great Depression and World War II, establishing an increasingly heterogeneous population and laying the groundwork for important civil rights activism in the state. For instance, in the arena of** agricultural labor, **students will learn** how Cesar Chavez, Dolores Huerta, and the United Farm Workers, through nonviolent tactics, educated the general public about the working conditions in agriculture and led the movement to improve the lives of farmworkers. In addition, students learn about the role of labor in industry through studying teamsters and other labor unions. To extend

students' learning and involve them in service connected to Chavez's values, students might plan a celebration for or participate in a local Cesar Chavez Day (March 31) observance or activities. Students can also learn about other important ~~events~~ **developments** in **the push-and-pull of** California's civil rights history, such as **the forced repatriation of Mexicans and Mexican Americans to Mexico that took place during the Great Depression,** and the court case *Mendez v. Westminster*, predecessor to *Brown v. Board of Education*; ~~the forced repatriation of Mexicans and Mexican Americans to Mexico that took place during the Great Depression~~ **that banned the segregation of Mexican students;** the forcible removal and internment of Japanese Americans during World War II; **student activism at San Francisco State and Berkeley in the 1960s that forced the recognition of Asian American identity and history; and the emergence of the nation's first gay rights organizations in the 1950s. In the 1970s, California gay rights groups fought for the right of gay men and women to teach, and, in the 2000s, for their right to get married, culminating in the 2013 U.S. Supreme Court decision *Hollingsworth v Perry*.**

California also developed a public education system, including universities and community colleges, which became a model for the nation. Students can be helped to see how education opens new opportunities for immigrant youths as well as native-born residents. They analyze how California's leadership in computer technology, science, the aerospace industry, agricultural research, economic development, business, and industry depends on strong education for all.

Students explore the relationship between California's economic and population growth in the twentieth century and its geographic location and environmental factors.

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They determine the push and pull factors for California's dramatic population increase in recent times such as the state's location in the Pacific Basin, the 1965 Immigration Act, the 1980 Refugee Act, **the reputation of social and cultural freedom in the cities of San Francisco and Los Angeles,** and the state's historical ability to absorb new laborers in its diversified economy. They examine California's growing trade with nations of the Pacific Basin and analyze how California's port cities, economic development, and cultural life benefit from this trade. They learn about the contributions of migrants to California **from across the country and the globe,** such as Dalip Singh Saund, a Sikh immigrant who in 1957 became the first Asian American to serve in the United States Congress, **and Harvey Milk, a New Yorker who was elected to the San Francisco Board of Supervisors in 1977 as California's first openly gay public official.**

This unit will conclude with an examination of some of the unresolved problems facing California today and the efforts of concerned citizens who are seeking to address these issues.

History–Social Science Content Standards

California: A Changing State

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, **gender-role diversity**, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians, including the ways they altered Native American gender practices that did not conform to European and Christian norms (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

5. Describe the daily and diverse lives **(including genders)** of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy **and altering Indian gender and sexual systems that did not conform to European standards.**
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
4. **Study how gender and racial diversity shaped the lives of men and women who helped build early California (e.g., Biddy Mason, Lillie Hitchcock Coit, Charley Parkhurst, men of the gold rush regions).**

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural **-social** developments since the 1850s.

1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; **people of various gender and sexual identities;** and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act **and San Francisco's 1863 law banning cross-dressing**).
4. Describe **the impact on diverse men and women from** rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California, **especially how the flood of migration they inspired raised deep questions about social and racial equality in the state, in both the agricultural areas and the port cities that became sites of work and community growth.**
6. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale

commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, **entertainment industries**, and important trade links with the Pacific Basin.

7. Discuss how the mass migration to California and the experiences of inequality experienced here in terms of employment, education, residential segregation, and social justice helped launch multiple civil rights efforts, including among agricultural workers, Latinos, African Americans, Asian Americans, and lesbian, gay, bisexual, and transgender people.

8. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
9. Describe the history and development of California's public education system, including universities and community colleges.
10. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Me^ay, Walt Disney, **George Cukor**, John Steinbeck, **Robinson Jeffers**, Ansel Adams, **Richard Neutra**, Dorothea Lange, **Woody Guthrie**, John Wayne, **William Randolph Hearst, Dorothy Dandridge, Rock Hudson, Doris Day, Barbara Stanwyck, and Ellen Degeneres**).

Grade Four Revision Justification:

The pre-1850s period of California history is an era of incredible cultural diversity. That diversity is not only in terms of race, ethnicity, and national origin of those who journeyed to the region and joined a variety of native groups already there. Diversity also is detectable in terms of gender and sexuality. Native Americans in California accepted gender diversity – women who desired to live as men and men who desired to live as women. Furthermore, the gender imbalance of the gold rush era allowed people of Euroamerican background to lead lives different from how they led them in the societies they had left behind in the East. The social atmosphere in the West made it possible for women who wished to live as men to do so. Likewise, the large number of men and the relatively limited number of women made it possible for men to more easily form intimate relationships with each other.

Various sources are available, both secondary and primary, that make it possible for teachers of 4th-grade classes to introduce students to this rich history. Albert Hurtado, *Intimate Frontiers: Sex, Gender, and Culture in Old California* (1999) has an excellent chapter on sexuality in the Spanish missions. Several works contain information – scholarship and/or documents – on Native American gender/sexual practices in California: Jonathan Ned Katz included a several page story on Sahaykwisa, a Mohave woman who early observers referred to as a “lesbian transvestite,” see Katz, *Gay American History* rev. ed. (1992); Katz has a few other examples of Native Californian sexual and gender diversity; Will Roscoe, ed. *Living the Spirit: A Gay American Indian Anthology* (1988) also has stories related to California Indian sexual/gender identity, including California’s Tolowa

tribe; his *Changing Ones: Third and Fourth Genders in Native North America* (2000) also includes coverage of California.

On gender and sexuality in the gold rush region, see Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (2000); Clare Sears, “All that Glitters: Trans-ing California’s Gold Rush,” *GLQ* (2008); Peter Boag, *Re-Dressing America’s Frontier Past* (2011).

On women who lived as men, see Peter Boag, *Re-Dressing America’s Frontier Past* (2011); Evelyn Schlatter, “Drag’s a Life: Women, Gender, and Cross-Dressing in the Nineteenth-Century West” in *Writing the Range: Race, Class, and Culture in the Women’s West* (1997); Mary Chaney Hoffman, “Whips of the Old West,” *American Mercury* (1957); and Clare Sears, *Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth-Century San Francisco* (Duke University Press, In Press).

The second half of the nineteenth century is a crucial period in California history, witnessing the state’s tremendous economic, political and cultural development. These developments had complex social and consequences and provided multiple opportunities for people to engage in same-sex relationships and cross-gender expressions. Today’s concepts of “lesbian,” “gay,” and “transgender” did not exist during these years, but people nonetheless engaged in relationships with others of the same sex, as well as dressed, lived and/or identified as the “opposite” sex. By studying the sexual and gender dynamics of this period, students will learn that California has a long history of both accommodating and repressing people who engaged in same-sex or cross-gender behaviors. They will also learn that

concerns about sexual and gender “deviance” influenced events that were not transparently about sex and gender, specifically the anti-Chinese movement.

For scholarship on sexual and gender politics in relation to California’s anti-Chinese movement, see Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco’s Chinatown* (2001) and Karen J. Leong, “‘A Distinct and Antagonistic Race’: Constructions of Chinese Manhood in the Exclusionist Debates, 1869-1878,” in *Across the Great Divide: Cultures of Manhood in the American West* (2001). On rural laborers, race, and sexuality in California, see Nayan Shah, *Stranger Intimacy: Contesting Race, Sexuality and the Law in the North American West* (2012) and also information included in chapter 1 of Peter Boag’s *Same-Sex Affairs: Constructing and Controlling Homosexuality in the Pacific Northwest* (2003). A still useful overview of the relationship between the rise of lesbian and gay identity and subculture and America’s cities at the end of the 19th century is John D’Emilio’s “Capitalism and Gay Identity” (1993). For more information on gay, lesbian, and transgender communities and visibility in California cities around the turn of the 20th century (and in some cases social controversy and backlash), teachers may consult Sharon Ullman’s *Sex Seen: The Emergence of Modern Sexuality in America* (1997); Nan Boyd’s *Wide Open Town: A History of Queer San Francisco to 1965* (2005); and Peter Boag’s *Re-Dressing America’s Frontier Past* (2011).

For some biographical information on specific queer people in turn-of-the-20th-century California, teachers can consult The San Francisco Lesbian and Gay History Project’s “‘She even chewed tobacco’: A Pictorial Narrative of Passing Women in America,” in *Hidden from History: Reclaiming the Gay & Lesbian Past*

(1989) and especially Louis Sullivan, *From Female to Male: The Life of Jack bee Garland* (1990). Sullivan is also good on transgender identity in late 19th-century California. Also see Clare Sears, “‘A Tremendous Sensation’: Cross-Dressing in the Nineteenth-century San Francisco Press,” in *News and Sexuality* (2005); and Boag, *Re-Dressing*.

The story of how migration and industrial growth changed California across the 20th century is captivating. It provides students multiple opportunities to consider the racial, economic, gendered, and ethnic diversity in their communities and to explore the history of how that increasing diversification inspired struggles to cultivate greater equality. The history of agricultural workers and their fight for better treatment is a wonderful way to frame that balance between opportunities that attracted migrants and the subsequent fights for justice they had to pursue. That framework fits well the history of Mexican-Americans and Japanese-Americans in California, and it is also a helpful way to frame the history of LGBT migrants. They too were drawn to the state, some during WWII, attracted by defense jobs along with the growing gay communities in port cities like Los Angeles and San Francisco. Those cities saw the emergence of the country’s first LGBT rights groups in the 1950s, as gay men and women struggled with police harassment and arrest. Even by the 1960s and 1970s, when San Francisco became a magnet for LGBT people across the country and saw the election of Harvey Milk, LGBT Californians nonetheless had to fight against discrimination whether in the form of the Briggs Initiative or the more recent Proposition 8. LGBT history is powerful way to see that the fight for equality is an ongoing American project.

The movement of LGBT Americans to California cities during WWII is discussed in Allan Bérubé's *Coming Out Under Fire* (1990) and John D'Emilio's *Sexual Politics, Sexual Communities* (1983). D'Emilio also explains the emergence of the first gay rights groups, which is described further in Daniel Hurewitz's *Bohemian Los Angeles* (2007) and Marcia Gallo's *Different Daughters* (2006). The particular story of San Francisco as a growing mecca for LGBT Americans can be traced in Nan Boyd's *Wide Open Town* (2003), Martin Meeker's *Contacts Desired* (2005), Susan Stryker and Jim Van Buskirk's *Gay by the Bay* (1996), and Randy Shilts' *Mayor of Castro Street* (1982), the latter of which documents the rise of San Francisco's LGBT constituency, the election of Harvey Milk, and the fight over LGBT teachers and the Briggs Initiative. The story of how the film industry was a magnet for LGBT migrants can be found in William Mann's *Behind the Screen* (2001).

Grade Five – United States History and Geography: Making a New Nation

Proposed Revisions to 5.1, 5.3, and 5.4

The course for grade five presents the story of the development of the nation, with emphasis on the period up to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society that would realize the promises of the Declaration of Independence.

Wherever possible, events should be viewed through the eyes of historical groups such as explorers, American Indians, colonists, free blacks and slaves, women, children, and pioneers. The narrative for the year reflects the experiences of different races, religions, ethnicities, and ~~both~~ genders. Students also continue to develop the civic and economic skills they will need as citizens. Students examine the human and physical geography of the United States by studying present-day maps of the United States and identifying connections with thematic maps of the ethnic, linguistic, and religious settlement patterns that developed in the new nation.

The Land and People before Columbus

In this unit students examine major pre-Columbian settlements. The North American Indians were diverse in their language, culture, social and political organization, and religious traditions. They adjusted to their natural environment. Pre-Columbian people

subsisted through farming, gathering, fishing, and hunting, on diets of grain crops, local vegetation (roots, plants, seeds), fish and other seafood, and small and large game. They also built distinct housing structures that suited their stationary or nomadic lifestyles and accommodated the distinct geography and climate of their environments. The Pueblo people of the desert Southwest, mainly an agricultural society, built cities of stone and adobe and developed irrigation systems. The American Indians of the Pacific Northwest, skilled fishermen, settled along the coast. Some tribes of the Great Plains lived nomadically, hunting buffalo while others established permanent settlements with grain crops. The woodland people east of the Mississippi engaged in limited farming and lived in waterside villages seasonally.

The inhabitants of North America organized varied economies and systems of government. Groups such as the Iroquois, Huron, Cherokee, Navajo, Creek, Hopi, Algonquin, and Lakota (Sioux) established pueblo-city states, tribelets, native bands, confederacies, and nations. Communal councils led by chiefs or elders formed the basis of local governance in many villages or settlements; some included women advisers. Traditional commerce involved exchanging and bartering commodities of regional significance and abundance, including salt, shells, beads, timber, agricultural products, abalone, fish, flint, and fur. Teachers may have students consider the importance of trading networks as a means of disseminating goods, and the value of information such as technology, agricultural practices, and religious beliefs (for example, animism).

Students learn how American Indians expressed their culture in art, music, and dance. They also gain a fuller understanding of how gender roles and family life varied between different tribes by examining the role and influence of women within American Indian

communities. **Students also learn how many American Indian tribes included those referred to by modern scholars as *two-spirits*. These individuals were believed to manifest both masculine and feminine spirits and had distinct social roles that varied from tribe to tribe. These included healing, transmission of oral traditions and histories, fortune-telling, match-making, and the conferring of names. Two-spirits were respected and feared because of the qualities and abilities that accompanied their combination of gender attributes.** Students are introduced to the rich legends and literature of American Indian cultures and their spiritual traditions about people's relationship to the earth.

Age of Exploration

In this unit students concentrate on the expeditions of the early explorers and learn about the explorers' European origins, motivations, journeys and the enduring historical significance of their voyages to the Americas. Several important factors contributed to the age of exploration: religious and political conflict in Western Europe, advances in nautical technology and weaponry, and European competition over access and control of economic resources overseas. The global spread of plants, animals, people, and diseases (Columbian Exchange) in the fifteenth century had a devastating impact on indigenous populations in the Western Hemisphere and affected the world's ecosystem. Over the long term, these exchanges led to overall global population growth due to the spread of new food crops and initiated the period of European global expansion.

European explorers sought trade routes, economic gain, adventure, national recognition, strategic advantages, and people to convert to Christianity. *Pedro's Journal*

by Pam Conrad enlivens these journeys for students. The early explorers traveled the globe through innovative use of technological developments acquired from other civilizations: the compass, the astrolabe, and seaworthy ships. Explorers and crews embarked on precarious ventures with unknown outcomes. Teachers should encourage students to speculate about the aspirations, concerns, and fears of the explorers and their crews. It is an opportunity to deepen students' understanding of contingency in history: the acknowledgment that historical figures acted without knowing the outcomes of their actions. For example, what happened when they encountered indigenous people? How were they received when they returned home not with exotic spices and silk, but with native people, animals, plants, and even gold?

In the study of the early explorers, students trace and learn the routes of the major land explorers of the United States, the distances traveled, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. In addition, through mapping exercises, students record and analyze the land claims by European explorers from Spain, France, England, Portugal, the Netherlands, Sweden, and Russia in North and South America on behalf of their monarchs or sponsors.

Cooperation and Conflict in North America

The arrival of Europeans in North America in the late fifteenth century set into motion cross-cultural interactions defined by cooperation and conflict among the American Indians and between the Indian nations and the new settlers. In what the Europeans termed as the New World, they competed with one another and the Indian nations for territorial, economic, and political control. By the seventeenth century, the

French had established Nova Scotia and Quebec, the English Jamestown and Massachusetts Bay Colony, the Spanish New Spain, and the Netherlands New Amsterdam.

The Indian nations had mixed responses to the European newcomers. Readings, such as *Encounter* by Jane Yolen, encourage students to consider the two worlds' cultural perceptions and experiences during their first encounters. In response to the European settlers, some American Indians declared war in defense of their sovereignty. Others remained neutral. Whether in conjunction with each other or through independent compacts and treaties, many of the American Indians negotiated terms for co-existence. The competing nations cooperated with one another in the areas of agriculture, fur trading, military alliances, and cultural interchanges. The Europeans introduced new food crops and domestic livestock that diversified the diets of the American Indians. This exchange dramatically altered the natural environment and introduced diseases that decimated many American Indian tribes.

English explorers and colonists were fascinated by American Indian culture, but condemned most of their traditions and practices as savage because different from their own way of life and as devilish because not Christian. Gender roles figured prominently in European responses to American Indian culture. For example, the English saw farming as a male responsibility and form of labor, whereas they saw hunting and fishing as leisure activities. When they observed American Indian men devoting much of their time to hunting and fishing (which the American Indians saw as highly skilled and essential activities) and observed that American Indian women often took responsibility for growing crops, they concluded that American

Indian men were lazy and left their womenfolk to do the hard work. The English also rarely tried to understand the presence of two-spirits from an American Indian perspective.

Over time it became virtually impossible for Indian nations to practice neutrality when the presence of European colonists **dismissed Indian cultural traditions and** threatened the sustainability of traditional Indian life. Broken treaties, skirmishes, and massacres increasingly came to characterize the relationship between the national groups. American Indian resistance included armed conflict; rejection of European culture and political authority; reappraisal of native spiritual traditions; and the creation of military, political, and economic alliances among American Indian nations and tribes. Of particular concern to American Indians in the seventeenth and eighteenth centuries were permanent European settlements and the expansion of commercial farming on native land. The American Indians resisted encroachments to their territories for more than two centuries. Major armed conflicts included the Powhatan Wars in Virginia (1622-1644), the Pequot War (1637) and King Philip's War (1675) in New England, and in Ohio country, Lord Dunmore's War (1774), brought on by Chief Logan's retaliation for the killing of his family. Comparing the stark differences in the tone and motivations between Chief Logan's famous speech, "Logan's Lament," and the Cherokee Nation's Constitution organized by Chief John Ross encourages students to identify multiple perspectives and responses to the American Indians' changing world.

The presence of the Europeans exacerbated historical tensions among nations. Lucrative trade with Europeans trumped and superseded traditional inter-Indian trading networks. This changed trade patterns that existed prior to European arrival. Additionally,

land disputes among American Indians such as the Iroquois, Huron, and Sioux led to armed warfare (made more violent with the introduction of gunpowder and horses), involved new military alliances with European settlers, and redefined boundaries of political and economic influence. However, certain military alliances proved critical. Britain and France had a history of warfare both inside and outside North America in the eighteenth century. The Iroquois played a decisive role in the outcome of the French and Indian War (1754-1763), also known as the Seven Years' War, in siding with the British and Dutch and by providing invaluable military support and strategy on native terrain.

Settling the Colonies

A brief overview of French and Spanish colonization in the New World introduces students to the different groups of people who met on the North American continent. The Spanish and French colonial systems differed from the British in that they did not have entrenched colonial populations consisting of families living in permanent settlements. Major emphasis in this unit is placed on the English colonies, where the settlers and colonists shaped the economic and political values and institutions of the new nation. Students chronicle and evaluate how the British colonial period created the basis for the development of political self-government and a free-market economic system.

The original thirteen colonies differed regionally in their economic, political, religious, and social development. As students compare and contrast the colonies, teachers guide students in considering how geography and climate affected their establishment and organization. For example, why did seaport cities become more prominent in New England and the Middle Colonies, and what effect did this have on

commerce in the regions? Why did plantations dominate in the South while family farms flourished in New England? Students study how geography affected economic development and subsequently influenced the political organization of the colonies. Finally, religious orientation also contributed to the variation in the colonies' social and political structure as well.

Southern Colonies

Southern colonies developed an agricultural-based economy. The settlement of Jamestown in the Chesapeake Bay region was a risky venture, in light of the failure of its predecessors. Virginia's first immigrants included a small number of lesser gentry and laborers, including indentured servants, who made up the largest segment of the population. Captain John Smith directed the digging of wells, the planting of crops, and the construction of shelter. He also introduced a system of incentives, proclaiming that people who didn't work didn't eat. John Rolfe's suggestion of growing and selling tobacco ensured Jamestown's economic livelihood and led to the formation of the plantation economy. Students can explore the implications of this event. Why was tobacco grown on large plantations? What type of work force was required? What was an indentured servant? What was the social life of the plantation? To develop a deeper understanding of the deprivations settlers endured, teachers can help their students analyze John Smith's account in "The Starving Time," 1609. Teachers may also want to supplement their students' historical inquiries of Jamestown with Elisa Carbon's work of historical fiction, *Blood on the River: Jamestown 1607*. Current archaeological information from the work being done at the Jamestown site might also aid teachers in

instructing students about ongoing historical research.

Virginia was at first an all-male colony, and even after women began to arrive the gender ratio remained skewed throughout most of the seventeenth century. This posed significant challenges for a society that saw the family as a principal agent of order, economic production, and basic sustenance. A number of men formed households together in the early years of settlement, and some of them formed intimate partnerships. In an environment where a shortage of women gave women significant bargaining power when entering marriages, it is not surprising that southern male colonists tried to reinforce conventional boundaries between the sexes.

The first Africans arrived in Jamestown in 1619. In seventeenth-century colonial Virginia, some Africans came as indentured servants, while others had been sold or traded as enslaved labor. A few gained their freedom. Changing economic and labor conditions and racial presumptions of inequity contributed to the tobacco planters' increasing reliance on slavery as a major source of labor.

Starting with Maryland in 1641 (technically a middle colony), laws spread to southern colonies that codified slavery throughout the Atlantic Seaboard. By the 1680s, the institution of slavery was firmly established as part of colonial economies. Students can study maps, ships' logs, and other primary sources to clarify the eighteenth-century trans-Atlantic slave trade that linked Africa, the West Indies, the British colonies, and Europe.

Sensitivity and careful planning are needed to bring the history of this period to life for students in a thoughtful way. Literature, such as *To Be a Slave* edited by Julius Lester

and Tom Feelings and *Many Thousands Gone* by Virginia Hamilton, offers opportunities for teachers to engage students in many different aspects of the institution of slavery. Students can use their growing sense of historical empathy to imagine, discuss, and write about how these young men and women from Africa may have felt, having been stolen from their families, transported across the ocean in a brutal voyage, known as the “Middle Passage,” to a strange land, and then sold into bondage. This is an appropriate time to reflect on the meaning of slavery both as a legal institution and as an extreme violation of human rights. Students will also learn the different forms of slave resistance—arson, feigning illness, poison, breaking equipment, forming communities, maintaining African traditions and culture, and rebelling or running away. Primary source documents, such as excerpts from slave narratives, historical newspaper ads, handbills, and southern laws concerning the treatment of slaves, provide students with direct insights into the condition of slavery.

In their study of Virginia, students understand the importance of the House of Burgesses as the first representative assembly in the European colonies. How did Virginia’s status as a royal charter and government affect the political rights of the settlers? Who was allowed to vote? Who was excluded? They also learn the meaning of the *established church* as Anglicans in Virginia understood it. This period is rich in opportunities to deepen students’ understanding of American democracy through role plays and simulations. For example, students can list the basic “rights of Englishmen” claimed by colonists and create brief dramatizations of the ways colonists sought to preserve these rights. Students can also participate in a mock town hall meeting in which they take and defend positions on an issue in eighteenth-century colonial America.

Beyond Virginia, the founding of southern colonies ranged in purpose and organization. Teachers assist students in determining how geography and climate affected the southern colonies' agricultural production. For example, tobacco cultivation dominated in Maryland; in Georgia and North and South Carolina, humid, swampy fields were conducive to rice farming.

Life in New England.

New England provided a dramatic contrast with the southern colonies. Two groups of Christians sought to live on the basis of their religious beliefs: the separatist Pilgrims, who broke with the Church of England, and the Puritans, who sought to reform and purify the church from within.

The story of the Pilgrims begins with their flight from England and religious dissent from the Church of England, their temporary haven in the Netherlands, and their voyage to the New World aboard the *Mayflower*. After an arduous trip, 41 male “saints” organized and joined in signing the Mayflower Compact to “covenant and combine our selves together into a civil body politick.” Led by William Bradford, the Pilgrims finally settled Plymouth in 1620. In keeping with the times, they did not ask women to sign. Why not? This is a powerful opportunity to discuss the meaning of self-government, gender norms within society and religion, and to reflect on the importance of political rights. Teachers may also lead their students in a discussion of the Pilgrims' religious beliefs, oppression in England, and how they differed from the Puritans. Nathaniel Phillbrick's historical fiction, *The Mayflower and the Pilgrims' New World*, is an example of a text that would supplement students' examination of the Pilgrims.

Life in the new land was hard, and at first the American Indians aided the settlers.

Over time, relations between the colonists and American Indians grew violent over land rights and trade alliances. Increasingly outnumbered, outgunned, and ravaged by diseases, the native population declined. As students examine the era, teachers help them to envision the simple homes and the rigors of each day. They ~~might~~ **will** also analyze the work of men, women, and children to get a sense of every family member's function in the colonial home. **In a preindustrial environment, most married men worked on the family farm and spent much more time with children, especially sons, than in the nineteenth and twentieth centuries, when more men spent much time working away from home. Men's lives were focused on the family and its work. Women were actively involved in economic production: not only did they learn, practice, and pass on to the next generation skills relating to the production of food, clothing, and medicine, but they often did farm work and were expected to step into their husbands' shoes if he was ill or away from home. Women were also active and influential in their communities and church congregations.**

The Puritans also had an enduring influence on American literature, education, and attitudes toward life and work. Inspired by their religious zeal, Puritans sought to establish "a city upon a hill," where they might live out their religious ideals. Led by John Winthrop, they founded Boston and within ten years had opened Harvard College and the first common school in Massachusetts. They valued hard work, social obligation, simple living, and self-governing congregations. Their religious views shaped their way of life, clothing, laws, forms of punishment, education practices, gender expectations, and institutions of self-government. **Puritans believed that God created women as subordinate companions to men: women who challenged male authority or because**

of their practical situation were free from male control (through widowhood, for example) could end up being identified with Satan's rebellion against God's authority: four-fifths of those accused of witchcraft in colonial New England were women.

Puritans were eager to discipline those who did not conform to sexual codes. They believed that God created sex as a means to reproduction and also to express physically the love between husband and wife. They condemned all sex outside marriage as a sin against God's will and created laws with harsh punishments for those who violated this expectation. Still, colonists were often reluctant to take action against neighbors attracted to other members of the same sex so long as they were in other ways respected members of the local community.

Although they came to Massachusetts to escape religious persecution, the Puritans established a society intolerant of religious dissent and diversity. An examination of the experiences of Roger Williams and Anne Hutchinson reveals the Puritans' intolerance of religious dissent and their insistence that women firmly conform to their gender expectations. At the same time, the stories of Anne Hutchinson and Roger Williams are milestones in the development of religious freedom in Connecticut and Rhode Island. Consider reading Avi's *Finding Providence: The Story of Roger Williams*, as viewed through the eyes of his daughter, Mary.

The Middle Colonies.

The colonies of Maryland, New Amsterdam, New Jersey, Pennsylvania, and Delaware provided havens for a wide variety of ethnic, linguistic, and religious groups, including English, Dutch, Swedish, German, Irish, Scottish, Catholic, and Jewish settlers.

Mapping activities can reveal to students the diversity of these colonies. In identifying the religious and political origins of the colonies, students discover that Catholics established Maryland as a political and religious refuge but became outnumbered by Protestants in search of free land. In Pennsylvania, William Penn founded a Quaker colony that practiced religious tolerance and representative government. **Quakers believed that divine truth was revealed not only through the Bible but also through an “inner light” within each human being, regardless of social status, educational attainment, or gender. They did not believe in an institutional ministry, insisting that anyone at a religious meeting could speak when inspired by God. Quakers believed that women could take a leading role as preachers of religious truth, which many contemporaries saw as ridiculous and dangerous.**

Industrious farmers, fur traders, skilled craftspersons, indentured servants, slaves, merchants, bankers, shipbuilders, and overseas traders made the colony prosperous. Fertile soil and mild climate enabled the middle colonies to thrive and led to the development of New York and Philadelphia as busy seaports. Excerpts from Benjamin Franklin’s *Autobiography*, his annual *Poor Richard’s Almanac*, and his story “The Whistle” as well as Margaret Cousins’s *Ben Franklin of Old Philadelphia* give students a sense of these times.

History–Social Science Content Standards

Grade Five

United States History and Geography: Making a New Nation

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
2. Describe their varied customs and ~~folklore~~-traditions, **including diverse gender roles and religious beliefs.**
3. Explain their varied economies and systems of government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore

and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).

3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges) **and the challenges to cooperation posed by the colonists' condemnation of American Indian culture as inferior and savage.**
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. **Describe the challenges facing early southern colonists as they tried to reproduce a family-based society with very few women, the attitudes of Puritans in New England toward gender roles and intimacy, and the attitudes of Quakers toward women.**
4. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
5. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

California History-Social Science Framework Proposed LGBT Revisions
Committee on LGBT History

6. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
7. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
8. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

Grade Five Revision Justification:

Differing attitudes toward gender and sexuality played an important role in the interactions between colonists and American Indians. Introducing students to the presence of two-spirits and their roles within American Indian communities will help them to appreciate variations in gender beliefs and practices from one culture to another. Addressing the ways in which issues of gender and sexuality contributed to misunderstanding and condescension on the part of colonists will help students to understand the cultural context for mistreatment of American Indians during the colonial and revolutionary periods. For the differences between American Indian and English colonial attitudes toward gender and sexuality, see John D’Emilio and Estelle Freedman, *Intimate Matters* (2013), 6-9; Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs* (1996), 42-74; and Richard Godbeer, *Sexual Revolution in Early America* (2002), 154-89. The scholarship on two-spirits includes Sue-Ellen Jacobs, Sabine Lang, and Wesley Thomas, eds., *Two-Spirit People* (1997) and Sabine Lang, *Men as Women, Women as Men* (1998).

Attitudes toward gender roles, gender identity, and sexuality in Early America were quite different from those that characterize the late nineteenth and twentieth centuries. Early Americans considered these issues to be important, but for different reasons from those which drive modern debates. The colonists were influenced in part by basic demographic factors (especially in the South), partly by religious beliefs (especially within Puritan and Quaker communities), and partly by more flexible gender roles that accompanied them from Europe and that were shaped by a pre-industrial world. Although most people in most periods of history

tend to believe that their conceptions of gender and sex are correct and can be applied to any cultural context or period, beliefs and attitudes vary dramatically from place to place and from one period to another. The proposed additions will introduce students to the ways in which basic attitudes toward gender and sex vary by culture and over time. Scholarship on gender and sex in Early America includes Laurel Thatcher Ulrich, *Good Wives* (1982); Carol Karlsen, *The Devil in the Shape of a Woman* (1987); Richard Godbeer, *Sexual Revolution in Early America* (2002); and Thomas Foster, ed., *Long Before Stonewall: Histories of Same-Sex Sexuality in Early America* (2007).

Grade Eight—United States History and Geography: Growth and Conflict

Proposed Revisions: 8.6, 8.7, 8.8, 8.11, 8.12

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course will also explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.

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The Divergent Paths of the American People: 1800–1850

This unit points to the nation’s regional development in the Northeast, South, and West. Each region encompassed distinct geography, economic focus, and demographic composition. However, the growth of the market economy and the faster movement of people, commerce, and information increasingly connected each region of the nation to the others. Throughout this study students should be encouraged to view historical events empathetically as though they were there, working in places such as mines, cotton fields, and mills.

The Northeast. The industrial revolution in the Northeast had important repercussions

throughout the nation. **As the family economic gave way to industrial production, the roles of women and men changed. Middle-class women devoted themselves to the home and family, while men went out to work. An ideology of separate spheres conceptualized women and men as fundamentally different. As a result, although they were expected to marry and raise a family, the notion that women and men could best understand and relate to those of the same sex led to the phenomenon of “romantic friendship.” Women especially formed intimate relationships with other women, although men, too, had close ties. Abraham Lincoln, for example, formed an intimate bond with his roommate, Joshua Speed, when he was a young lawyer. Women regularly fell in love with and were physically affectionate with their romantic friends. Such homosocial behavior was accepted, showing how different intimate relationships were in the nineteenth century.**

Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled craftspersons were replaced by mechanized production in shops, mills, and factories, so well depicted by Charles Dickens in his *American Notes* and in the letters written by young women who left home to work in the mills of Lowell, Massachusetts. These women organized strikes and labor organizations to petition against wage cuts and petitioned the state legislature for shorter hours. Teachers may use historical fiction, such as *Lyddie* by Katherine Paterson, to illustrate the working lives of mill women. This was a period of dramatic urbanization, as immigrants flocked to the cities, drawn by the “pull” factor of economic opportunity. The Great Irish Famine can be studied as an example of a “push” factor that affected the flow of immigrants to the

United States. At the same time, the small African American population in the Northeast moved toward freedom, as the American Revolution initiated a long process of emancipation and indenture in this region. African Americans continued to occupy circumscribed social, economic, and political positions but created institutions to advance their rights and develop their communities, such as the African Methodist Episcopal Church founded by Richard Allen, Absalom Jones, and others in 1816.

Periods of boom and bust created both progress and poverty. In response to the strains brought about by rapid industrialization, an age of reform began that made life more bearable for the less fortunate and expanded opportunities for many. Students reflect upon what life was like for young people in the 1830s in order to appreciate Horace Mann's crusade for free public education for all. Students read and analyze excerpts from original documents explaining the social and civic purposes of public education. Typical schoolbooks of the period may be used with attention to their elocution exercises, moral lessons, and orations (for example, *The Columbian Orator*). Role playing also enables students to reenact life in a mill, factory, or Lancastrian school. Other impulses for reform could be found in transcendentalism and individualism, as represented by the writings of Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow.

Students review the legal and economic status of women and learn about the major impetus given to the woman's rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton. They should read and discuss the Seneca Falls Declaration of Sentiment and compare it with the Declaration of Independence. Noting the intersection between the woman's rights movement and the abolitionist movement, students can study

the efforts of educators such as Emma Willard and Mary Lyon to establish schools and colleges for women. Students also explain the major campaigns to reform mental institutions and prisons by vividly portraying the prevalent conditions. Students study the work of Dorothea Dix and the significance of Charles Finney as the leader of the Second Great Awakening, inspiring religious zeal, moral commitment, and support for the abolitionist movement. Students may examine the relationship of these events to contemporary issues by considering the question of why periods of reform arise at certain historical moments.

As a link to the next region of study, students can explore the interdependence between the slave South and the industrial North. During the American Revolution, northern states had begun a slow process of emancipation while their southern counterparts, with the invention of the cotton gin, became increasingly tied to a slave-based economy. Northern and western business leaders and national economic institutions, however, continued to derive wealth from the nation's commitment to slavery. Slave labor produced the cotton and raw materials which enabled northern factories and businesses to thrive. This, in turn, spurred a new consumer culture in individual families, connected to the slave-based economy.

The South. During these years, the South diverged dramatically from the Northeast and the West. Its plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. The invention of the cotton gin allowed for a dramatic expansion of plantation agriculture across the region. African American slavery, the “peculiar institution” of the South, had marked effects on the region's political, social, economic, and cultural development. Increasingly at odds with

the rest of the nation, the South was unable to share in the egalitarian surge of the Jacksonian era or in the reform campaigns of the 1840s. Its system of public education lagged far behind the rest of the nation.

Students learn about the institution of slavery in the South in its historical context. They review their seventh-grade studies of West African civilizations before the coming of the Europeans and compare the American system of chattel slavery, which considered people as property, with slavery in other societies. Students discuss **the role that race and gender played in constructing the enslaved as in need of civilization and thereby rationalizing slavery**; the daily lives of enslaved men and women on plantations and small farms, **including the varied family structures they adopted**; the economic and social realities of slave auctions that led to the separation of ~~nuclear~~ families and encouraged broad kinship relationships; **the centrality of sexual violence to the system of slavery**; and the myriad laws: from the outlawing of literacy to restrictions on freedom gained through emancipation or purchase that marked the lives of American slaves. Amidst the confining world of slavery, the enslaved asserted their humanity in developing a distinct African American culture through retaining and adapting their traditional customs on American soil. **This culture included less restrictive norms around gender and sexuality that supported the formation of alternative family structures and same-sex relationships within enslaved communities.** While organized revolt was rare, in informal and individual ways, enslaved men and women resisted their bondage. Breaking tools, working slowly, feigning ignorance, and even learning to read and write represented skirmishes in an unacknowledged conflict between the enslaved and the enslaver. When armed revolts were uncovered (Gabriel Prosser in 1800 and

Denmark Vesey in 1822) or manifested (the Stono Rebellion in 1739 and Nat Turner in 1831), white Southerners punished the individual perpetrators and often passed more severe laws. Students explore the effects of slave revolt and rebellion upon local and state legislation and relations between enslaved African Americans and free white Southerners.

To provide a more comprehensive understanding of the antebellum South, students study the lives of plantation owners and other white Southerners; the more than 100,000 free African Americans in the South; as well as the laws, such as the fugitive slave laws of 1793 and 1850, that curbed their freedom and economic opportunity. Students also compare the situations of free African Americans in the South and in the North and note that freedom from slavery did not necessarily lead to acceptance and equality.

Students examine the national abolitionist movement that arose during the nineteenth century. Many white Americans, such as Thomas Weld, William Lloyd Garrison, Angelina and Sarah Grimke, and John Brown, actively worked to end slavery in the American South. They wrote news articles and editorials, spoke publicly, boycotted slave-made goods, housed fugitive slaves, and, in the case of John Brown, planned armed conflict. African Americans, free and enslaved, also actively challenged the existence of slavery, both as individuals and through the founding of fraternal organizations, churches, and newspapers. African American abolitionists, including Frederick Douglass, Sojourner Truth, Harriett Jacobs, Charles Remond, Harriet Tubman, and Robert Purvis spoke at public gatherings, penned news articles, petitioned Congress, and assisted in the underground movement to assist escaping slaves. Excerpts from Frederick Douglass's *What the Black Man Wants*, David Walker's *Appeal*, Harriet Beecher Stowe's *Uncle*

Tom's Cabin, and Fanny Kemble's *Journal of Residence on a Georgia Plantation*, as well as excerpts from slave narratives and abolitionist tracts of this period, will bring these people and events alive for students.

The West. The West deeply influenced the politics, economy, mores, and culture of the nation. It opened domestic markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; **it allowed, even demanded at times, significant alterations in gender norms;** and it inspired a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image. The West was a changing region over this period as the country expanded, from the territory opened by the Northwest Ordinance, to the vast lands of the Louisiana Purchase, to the southwestern territories taken from Mexico. The peoples of the West reflected the diversity of the region: American Indians, Mexicans, **Asians,** and Americans **of various racial and ethnic backgrounds.** As Americans moved west, they interacted with established societies, both indigenous and those created by earlier colonizers. Students study how the ~~term~~ idea of the "frontier" affected American settlement and development in the West.

The election of Andrew Jackson in 1828 reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was a symbol of his age. Jacksonian Democracy should be analyzed in terms of its supporters—white farmers with small holdings, artisans, laborers, and middle-class businessmen. **It should also be looked at for its limitations. As an example, Andrew Jackson was a slaveholder and also pressed for the removal of Native Americans, even disregarding a Supreme**

Court decision on the matter.

~~Frontier life had a democratizing effect on the relations between pioneer men and women. Original documents will show the varied roles played by frontier women such as California's Annie Bidwell, who promoted women's rights and worked for social change. Women residing in some western states gained the franchise in the late nineteenth century, earlier than women in other parts of the nation.~~

In studying Jackson's presidency, students debate his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. During this time, Alexis de Tocqueville visited the United States to identify the general principles of American democracy. Students can compare his description of national character in the 1830s as recorded in *Democracy in America* with American life today. Students may also consider Andrew Jackson's legacy in order to evaluate his reputation as a hero for common people.

Students review the story of the acquisition, exploration, and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850. This was a period marked by a strong spirit of nationalism and "manifest destiny," the sense that European Americans had a special purpose and divine right to populate the North American continent. To deepen their understanding of the changing political geography and settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest; map the explorations of trailblazers such as Zebulon Pike, Jedediah Smith, Christopher "Kit" Carson, and John C. Fremont; **explore the role and life of *Quangon*, a Kutenai female-to-male person who assisted Europeans in their explorations of the Oregon Country;** discuss the searing

accounts of the removal of Indians and the Cherokees' "Trail of Tears"; and interpret maps and documents relating to the long sea voyages including around the horn of South America and overland treks that opened the West.

Frontier life had a mixed effect on the relations between men and women.

White men far outnumbered white women, creating some opportunities where the latter became valued more than previously; they were thus able to achieve some rights in the West before their counterparts elsewhere. White women residing in many western states gained the franchise in the late-nineteenth century earlier than women in other parts of the nation. Original documents will show students the varied roles played by frontier women such as California's Annie Bidwell, who promoted women's rights and worked for social change. Still, many women of diverse racial and ethnic backgrounds felt trapped or limited by their gender in a place and time so dominated by men. Some passed as or transformed themselves into men, thus benefitting from the greater economic, political, social, and affectional opportunities men had in the West. One example is California's Charley Parkhurst, who was female-assigned at birth but who lived as a man, operated a stagecoach, stage station, and saloon, and voted as a man in the Bay Area and San Joaquin Valley between 1856 and 1879.

Gold rushes and western military life provide examples of frontier settings where men far outnumbered women. In such cases, men had to adjust their lives and perform many duties previously reserved for women. Such settings also more easily allowed for different types of emotional relationships to form between men. Original documents and historical writings explore same-gender relationships in

California's Gold Rush and the remarkable story of Mrs. Nash, a male-to-female Mexican woman who worked as a laundress for the famed Seventh Cavalry; she also married soldiers several times over the years. Students can explore myriad reasons why Parkhurst, Nash, and many others lived lives across gender lines throughout the American West.

Teachers include discussions about the role of the great rivers, the struggles over water rights in the development of the West, and the effect of geography on shaping the different ways that people settled and developed western regions. Students study the northward movement of settlers from Mexico into the great Southwest, with emphasis on the location of Mexican settlements, their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established. Students need this background before they can analyze the events that followed the arrival of westward-moving settlers from the East into these Mexican territories. Students explore the settlement of Americans in northern Mexico and their actions to establish the Republic of Texas. Teachers provide special attention to the Mexican-American War, its territorial settlements, and the war's aftermath on the lives of the Mexican families who first lived in the region. Students also study the Treaty of Guadalupe Hidalgo and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders.

The Causes and Consequences of the Civil War

In this unit, students concentrate on the causes and consequences of the Civil War. They should discover how the issue of slavery eventually became too divisive to ignore

or tolerate. Ultimately, the nation fractured over the debate about the expansion of slavery into newly annexed western territories and states, especially after the discovery of gold in California. Students review the constitutional compromises that forestalled the separation of the union in the first half of the nineteenth century, including the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates. Students learn about the fundamental challenge to the Constitution and the Union posed by the secession of the southern states and the doctrine of nullification. In addition to studying the critical battlefield campaigns of the war, students use a variety of primary sources to examine the human meaning of the war in the lives of soldiers, many of whom became disabled, free African Americans, slaves, women, and others. Ultimately, enslaved men and women, by fleeing their plantations and seeking refuge among Union forces, contributed to redefining the war as a struggle over their freedom. Teachers pay special attention to the notable events and transformations in Abraham Lincoln's presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses.

The Civil War should be treated as a watershed event in American history. It resolved a challenge to the very existence of the nation, demolished the antebellum way of life in the South, and created the prototype of modern warfare. To understand Reconstruction, students consider the economic and social changes that came with the end of slavery and how African Americans attained political freedom and exercised that power within a few years after the war. Students study the postwar struggle for control of the South and of the impeachment of President Andrew Johnson. A federal civil rights bill granting full

equality to African Americans was followed by adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments. Between 1865 and 1877, African-American citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Republican-dominated legislatures established the first publicly financed education systems in the region, provided debt relief to the poor, and expanded women's rights. Students examine the Reconstruction governments in the South; observe the reaction of Southerners toward Northern "carpetbaggers" and to the Freedman's Bureau, which sent Northern teachers to educate the ex-slaves; and consider the consequences of the 1872 Amnesty Act and the fateful election of 1876, followed by the prompt withdrawal of federal troops from the South. **Students also explore the impact Reconstruction had on African American kinship structures and family life. While an important part of freedom was the legal recognition of family ties, the heavy emphasis the Freedmen's Bureau placed on promoting marriage meant that only one kind of family was recognized and that African Americans who adopted alternative family structures or deviated from dominant gender and sexual norms were frequently criminalized.** Students assess what were the successes and failures, and ongoing ramifications of Reconstruction.

Students analyze how events during and after Reconstruction raised and then dashed hopes that African Americans would achieve full equality. They should understand how the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution were undermined by the courts and political interests. They learn how slavery was replaced by black peonage, segregation, Jim Crow laws, and other legal restrictions on the rights of African Americans, capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896

(“separate but equal”). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, popular sentiment, and federal acceptance, which spread outside of the South. Students need to understand the connection between the Reconstruction-era amendments and the civil rights movement of the 1960s. Although undermined by the courts a century ago, these amendments became the legal basis for all civil rights progress in the twentieth century.

The Rise of Industrial America: 1877–1914

The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks and new maritime routes, a human tidal wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of organized labor, **growth of the women’s suffrage movement**, and increased American involvement in foreign affairs (for example, through the completion of the Panama Canal). The Gold Rush in California, **the building of the transcontinental railroad**, and agricultural labor in Hawaii spurred Chinese, Korean, Japanese, Filipino, Hindu, and Sikh immigration to the United States. Eventually the Chinese Exclusion Act (1882) and the Immigration Act of 1917 greatly limited Asian entry to the United States. California built the immigration station at Angel Island to facilitate the process of Asian admissions.

~~The building of the transcontinental railroad, the destruction of the buffalo, the American Indian Wars,~~ **The American Indian wars, creation of the reservation**

system, development of federal Indian boarding schools, and reallocation of Native lands profoundly altered Native American social systems related to governance, family diversity, and gender diversity. ~~and the removal of American Indians to reservations are events to be studied and analyzed.~~ **The allotment program and the federal Indian boarding school system outlawed and targeted for elimination specific Native forms of gender diversity, including two-spirit traditions and family diversity beyond a male-headed, nuclear family model. Allotment entailed breaking up Native lands into privately held units (largely based on the Anglo-American model of the male-headed nuclear family). Boarding schools took Native children from their parents for years at a time in order to make them into proper citizens, which entailed training them in dominant ideas of gender roles.** Reading Chief

Joseph's words of surrender to U.S. Army troops in 1877 helps students grasp the heroism and human tragedy that accompanied the conquest of this last frontier. By 1912, Arizona had entered the Union as the forty-eighth state, completing the continental United States.

New technology in the farming, manufacturing, engineering, and producing of consumer goods spurred progress. Mass production, the department store, suspension bridges, the telegraph, the discovery of electricity, high-rise buildings, and the streetcar seemed to confirm the idea of unending progress, only occasionally slowed by temporary periods of financial distress. Leading industrialists of this period, such as Andrew Carnegie and John D. Rockefeller, became the wealthiest men in history and gave back some of that wealth to the nation through their philanthropic activities. Governments promoted business expansion and prosperity through favorable economic policies such as

tariffs and land grants. Yet, beneath the surface of the Gilded Age, there was a dark side, seen in the activities of corrupt political bosses; in the ruthless practices of businesses; in the depths of poverty and unemployment experienced in the teeming cities; in the grinding labor of women and children in sweatshops, mills, and factories; in the prejudice and discrimination against African Americans, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the violent repression of labor organizing.

The rapid growth of cities in this period had important consequences for how people lived their lives. Immigrant and native-born women and men sometimes found themselves freer from family and community control. Socializing in public became the norm for working-class youth who had limited space where they lived, and the disparity between women's and men's wages gave rise to the practice of dating and "treating," with men expected to pay for female companionship. The rise of commercialized entertainment such as movies, amusement parks, and dance halls fostered easier interaction among strangers. Social interaction in public places facilitated intimacy between women and men and created new possibilities for same-sex intimacy.

Students also focus on the developing West and Southwest during these years. The great mines and large-scale commercial farming of this region provided essential resources for the industrial development of the nation. California came to play an increasingly significant role in the national economy. Agricultural production accounted for much of the state's early economic growth. Asian farmers and laborers contributed to the development of irrigation systems and farming throughout California. Families from Mexico increasingly provided the labor force for the cultivation of this region. Students

study the social, economic, and political handicaps encountered both by immigrants and American citizens of Mexican ancestry. Mexican-American communities confronted serious challenges.

Students examine the importance of social Darwinism as a justification for child labor, unregulated working conditions, and laissez-faire policies toward big business. They consider the political programs and activities of the Grange movement, Populists, Progressives, settlement house workers, muckrakers, and other reformers. They should follow the rise of the labor movement and understand the changing role of government in confronting social and economic conditions.

Literature can deepen students' understanding of the life of this period, including the immigrant experience portrayed in Willa Cather's *My Antonia* and O. E. Rolvaag's *Giants in the Earth*; life in the slums portrayed in Jacob Riis's books; and Mark Twain's *Huckleberry Finn*, unsurpassed as a sardonic commentary on the times. **The poems, journals, and journalism of Walt Whitman give a vibrant sense of men's love for other men and male association across class divisions in an urban environment.**

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History–Social Science Content Standards

Grade Eight

United States History and Geography: Growth and Conflict

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including **changing views of gender and intimacy**, human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.

6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow, **and Walt Whitman**).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans, **ideas about race, gender, and sexuality**, and ~~on~~ the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the ~~role of pioneer women and men;~~ **impact of the frontier on gender, including the new progress and setbacks** status that western women achieved experienced (e.g., Laura Ingalls Wilder, Annie Bidwell, **Qanqon**, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869) **and the ways in which western life encouraged some to change their gender identities (Charley Parkhurst, Joe/Johanna Monhan, Cathy Williams/William Cathay, Mrs. Nash, and Edwin Denig's "Woman Chief.")**
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen's Bureau, **including on family life**, and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects **on black men and women**.
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
2. ~~Identify the~~ **Describe** reasons for the development of federal Indian policy **and military action, the effects of U.S. government efforts to change American Indian forms of family, gender, homemaking, governance, and land tenure, and how Native peoples responded to these policies** ~~and the wars with~~

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~~American Indians and their relationship to agricultural development and industrialization.~~

3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- 6. Examine the ways that urban life affected gender and sexuality, including expanded opportunities for women outside marriage, new forms of intimacy, and access to new forms of commercialized entertainment.**
7. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
8. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

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9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

Grade Eight Revision Justification:

Developments in different U.S. regions in the 19th century had important consequences for women's and men's lives. Industrialization separated the worlds of middle-class women and men. The development of an ideology of separate spheres and polarized natures for women and men, along with a form of intimacy known as romantic friendship, represented an important development in this period.

Understanding the nature of romantic friendship, which was so prevalent in the Northeast that relationships between women who were able to live with their romantic friends came to be known as "Boston marriages," can show students how differently intimacy was experienced in the past. The acceptability of romantic friendship in a period associated with sexual prudery shows that the categories of homosexuality and heterosexuality do not apply in this context.

On romantic friendship, see Lillian Faderman, *Surpassing the Love of Men* (1981); Leila J. Rupp, *A Desired Past* (1999); Jonathan Ned Katz, *Love Stories* (2001).

People who migrated to (or already lived in) the 19th century American West experienced a place that was among the most culturally diverse regions in the world. It was also a place where the gender balance was seriously disrupted due to existing inequalities that allowed considerably more men to migrate there, whether those men came from the eastern United States, China, South America, Europe, or other parts of the world. The West's cultural diversity and its unusual gender dynamics created a setting in which teachers today (drawing on a rich historical scholarship) can easily discuss with students issues relevant to gender and sexual diversity. Many

examples exist of women who changed themselves into men in the West to benefit from opportunities that only men could enjoy. Some even married women. Likewise, the more fluid social atmosphere in the West, such as in gold rush country, allowed men the opportunity to form intimate relationships with each other.

Scholarship that address these issues include Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (2000); Clare Sears, “All that Glitters: Trans-ing California’s Gold Rush,” *GLQ* (2008); Peter Boag, *Re-Dressing America’s Frontier Past* (2011); Evelyn Schlatter, “Drag’s a Life: Women, Gender, and Cross-Dressing in the Nineteenth-Century West,” in *Writing the Range: Race, Class, and Culture in the Women’s West* (1997); DeAnne Blanton, “Cathy Williams: Black Woman Soldier, 1866-1868,” *MINERVA* (1992); Mary Chaney Hoffman, “Whips of the Old West,” *American Mercury* (1957); Phillip Thomas Tucker, *Cathy Williams: From Slave to Buffalo Soldier* (2002). Ruthanne Lum McCunn’s *Thousand Pieces of Gold* (1981/2004) provides an accessible story about a Chinese girl (Polly Bemis) who was sold into slavery in California, and eventually ended up in Idaho’s gold rush country. On frontier women generally, a very good study is Julie Roy Jeffrey’s *Frontier Women* (1979). On Qanqon, see “c. 1811: Claude E. Schaeffer; The Kutenai Female Berdache” in Jonathan Ned Katz, *Gay American History*, rev. ed. (1992), p. 293-298. Another great primary source on gender diversity on Natives of the Northern Plains is Edwin P. Denig, *Five Indian Tribes of the Upper Missouri* (1930). An excerpt on a woman chief is also in Katz, p. 308-311. On same-sex sexuality among Mormons, see D. Michael Quinn, *Same-Sex Dynamics among Nineteenth-Century Americans* (1996).

Within U.S. history, slavery and Reconstruction were two key sites of struggle over the meaning of family, gender, and sexuality. These are both key to understanding how diverse LGBT lives have developed through various intersecting historical trajectories informed by race, gender, and class. The idea that black people were sexually deprived was an important part of the racial discourse that justified slavery, and sexual violence was a key mechanism that maintained it. The slavery system sanctioned sexual violence. Because they were treated as property, black women's violations were not punished and in fact were not even thought of as crimes. Under slavery, enslaved people's kinship ties were not legally recognized. Because they were denied access to the institution of marriage as well as to parental rights, their families could be separated at the whim of slaveholders. This did not mean that enslaved people did not create families. While many historians have sought to emphasize that enslaved people had normative heterosexual families, in part to legitimize and humanize their lives, historians such as Brenda Stevenson have demonstrated that in actuality they had broad definitions of kinship. Many had sexual relationships that did not always conform to the standards of heterosexual monogamy. Building on Stevenson's work, Mattie Udora Richardson has shown how the historical assumption of heterosexuality often masks the reality that some enslaved people likely engaged in same-sex relationships and/or adopted what today we might call transgender identities. These sexual and gender identities often drew upon diverse African cultural practices.

With emancipation, formerly enslaved people sought freedom from sexual violence and the freedom to live with their chosen families. While many freedwomen

tried to withdraw from the labor force in an effort both to avoid sexual violence in the workplace and to direct their labor toward the care of their own families, economic demands often made this impossible. As a result, freedwomen were stigmatized because they were unable to conform to dominant ideals of femininity. Many freedpeople's conception of freedom included autonomy over one's own body and the freedom of sexual expression. An important right gained with emancipation was the right to marry. While this right secured the sanctity of some families, it also dramatically narrowed the kinds of family relationships that could be recognized within African American communities and linked citizenship to heterosexuality. Freedpeople who did not conform to mainstream ideas about normative gender and sexuality were often criminalized and denied access to basic citizenship rights. Marriage became closely linked to wage labor, and the Freedmen's Bureau's aggressive promotion of marriage was a tool that was used to encourage settlement among a potentially mobile labor force. This would have long-term implications, as twentieth century policymakers, social workers, police, and moral reformers, including many in the black middle- and upper-class leadership, would scrutinize and marginalize black single-parented families, same-sex households, and gender diverse individuals as social problems.

A broad range of scholarship highlights the importance of gender and sexuality to understandings of slavery and Reconstruction. Dorothy Roberts's *Killing the Black Body* (1997) and Hannah Rosen's *Terror in the Heart of Freedom* (2008) discuss the role of sexual violence during slavery and Reconstruction. Harriet Jacobs' *Incidents in the Life of a Slave Girl* is also an excellent primary source on

this topic. Brenda Stevenson’s *Life in Black and White* (1996) examines alternative kinship structures within enslaved communities, and Mattie Udora Richardson’s “No More Secrets, No More Lies: African American History and Compulsory Heterosexuality,” *Journal of Women’s History* (2003), explores the implications of this kind of work for writing histories of slavery. Laura Edwards’ *Gendered Strife and Confusion* (1997) provides a detailed examination of gender relations and ideas about marriage and family in the post-Civil War South, and Mary Farmer-Kaiser’s *Freedwomen and the Freedmen’s Bureau* (2010) explores how gender shaped the practices of the Freedmen’s Bureau. Tera Hunter’s *To ‘Joy My Freedom* (1997) shows how freedwomen struggled for their own freedom over their bodies and sexual expression. Katherine Franke’s “Becoming a Citizen: Post-Bellum Regulation of African American Marriage,” in *the Yale Journal of Law and the Humanities* (1999) explains the challenges and contradictions that the recognition of marriages posed for freedpeople.

Industrialization in the late nineteenth and early twentieth centuries had profound consequences for the ways people in U.S. society lived their lives, and it is important for students to understand this aspect of economic change. The end of treaty-making with Native peoples in 1871, the vast expansion in non-native presence west of the Mississippi, the mobilization of the military against Native peoples in the wake of the Civil War, and the growth in federal efforts to break up Native landholding transformed life for Native peoples. In the cities, young women and men who migrated from farms and small towns to work in factories, stores, and offices found freedom from familial and community control. Immigrants to the

United States, sometimes arriving alone and sometimes in family groups, confronted new customs and ways of living. The rise of commercialized entertainment and the conditions of urban living meant that people began to socialize in public in new ways, giving rise to new forms of intimacy, both heterosexual and homosexual. These developments show how critical urbanization was in changing the lives of women and men in the United States.

Scholarship on this period in American Indian history and on U.S. efforts to impose ideas of family, domesticity, and private property includes David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience, 1875-1828* (1995); Frederick E. Hoxie, *A Final Promise: The Campaign to Assimilate the Indians, 1880-1920* (1984); Joel Pfister, *Individuality Incorporated: Indians and the Multicultural Modern* (2004); Beth H. Piatote, *Domestic Subjects: Gender, Citizenship, and Law in Native American Literature* (2013); Mark Rifkin, *When Did Indians Become Straight?: Kinship, the History of Sexuality, and Native Sovereignty* (2011); and Jane E. Simonsen, *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919*. On histories of Native gender and sexual diversity, see Sue-Ellen Jacobs, Wesley Thomas, and Sabine Lang (eds.), *Two-Spirit People: Native American Gender Identity, Sexuality, and Spirituality* (1997); Sabine Lang, *Men as Women, Women as Men: Changing Gender in Native American Cultures* (1998); Beatrice Medicine, “‘Warrior Women’: Sex Role Alternatives for Plains Indian Women,” in *The Hidden Half: Studies of Plains Indian Women* (1983); Deborah Miranda, “Extermination of the Joyas:

Gendercide in Spanish California,” *GLQ* (2010); and Will Roscoe, *Changing Ones: Third and Fourth Genders in Native North America* (1998).

Scholarship that treats the impact of urban life on gender and sexuality in the late 19th and early 20th centuries is vast, in part because this period was a key transition between older forms of gender role expectations and intimate associations and more modern forms of gender and sexual identity and sociability. Key works include George Chauncey, *Gay New York: Gender, Urban Culture and the Making of the Gay Male World 1890-1920* (1994); Blanche Wiesen Cook, “Female Support Networks and Political Activism: Lillian Wald, Crystal Eastman, Emma Goldman,” *Chrysalis* (1977); Lillian Faderman, *To Believe in Women: What Lesbians Have Done for American History* (1999); Howard P. Chudacoff, *The Age of the Bachelor: Creating an American Subculture* (1999); Jonathan Ned Katz, *Love Stories: Sex Between Men Before Homosexuality* (2001); Kathy Peiss, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York* (1985); and Beryl Satter, *Every Mind a Kingdom: American Women, Sexual Purity, and the New Thought Movement, 1875-1920* (2001).

Grade Eleven— United States History and Geography: Continuity and Change in Modern United States History

Proposed Revisions: 11.2, 11.4, 11.5, 11.7, 11.9, 11.10, 11.11

In this course students examine major turning points in American history from the late nineteenth century to the present. During the year the following themes are emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; ~~the changes in the~~ **racial, ethnic, gender, and sexual dynamics in** ~~composition of~~ American society; the movements toward equal rights for **racial, ethnic, religious, and sexual** minorities and women; and the rise of the United States as a major world power. Students learn how geography shaped the course of American history during this period, especially in terms of the country's position on the globe, its climate, and abundant natural resources. In each unit students examine American culture, including religion, literature, art, music, drama, architecture, education, and the mass media.

The year begins with a selective review of United States history, with an emphasis on two major themes—*the nation's beginnings*, linked to the tenth-grade retrospective on the Enlightenment and the rise of democratic ideas; *and the industrial transformation of the new nation*, linked to the students' tenth-grade studies of the global spread of industrialism during the nineteenth century.

Connecting with Past Studies: The Nation's Beginnings

In this review unit, students draw on their earlier studies (in grades seven, eight, and ten) of the Enlightenment and the rise of democratic ideas as the context in which this nation was founded. Special attention is given to the ideological origins of the American Revolution and its grounding in the democratic political tradition and the natural rights philosophy of the Founding Fathers. This framing of the Constitution provides a background for understanding the contemporary constitutional issues raised throughout this course.

To help students understand the history of the Constitution after 1787, teachers pay particular attention to the post-Civil War amendments (Thirteenth, Fourteenth, and Fifteenth), which laid the foundation for the legal phase of the twentieth-century civil rights movement. The amended Constitution gave the federal government increased powers over the states, especially for the extension of equal rights and an inclusive definition of citizenship. The causes of the Civil War, the successes and failures of Reconstruction, and informal and formal segregation brought on by Jim Crow also provides a context for understanding racial inequities in late-nineteenth-century America. Focusing on these topics allows for comparative study of the civil rights movement over time as ethnic and racial minorities experienced it.

The Rise of Industrialization, Urbanization, ~~and Immigration,~~ and Progressive Reform

In the second unit, students concentrate on the nineteenth-century growth of the

nation as an industrial power and its resulting societal changes. A brief retrospective of the grade ten study of the industrial revolution helps to set the global context for America's economic **and social** development. Rapid industrialization expedited urbanization stretching from the Midwest to the Northeast. In the West, the Gold Rush and construction of the transcontinental railroad, fueled by the steel industry, ~~lured a variety of immigrants and provided jobs for thousands of new Americans~~ **attracted European, Latin American, and Asian** immigrants. ~~Concerned about economic competition from foreign laborers, and conceding to rising nativism,~~ **Conceding to nativist anxieties about economic competition and fears of interracial socializing, marriage, and cultural influence,** Congress passed the Chinese Exclusion Act of 1882, and California passed the Alien Land Act of 1913.

Industrialization contributed to the immigration of millions of Southern and Eastern Europeans to the United States. Unlike the early 1800s, by the middle of the nineteenth century, a growing number of the U.S. population lived in urban areas with intolerable living and working conditions and crowded, inadequate schools. The increasing identification of immigrants as outsiders led to the Americanization movement, which sought to assimilate European immigrants into becoming Americans through schooling, **cultural and social practices,** and at work. Students study examples of the big-city machines that delivered services to the immigrant poor in exchange for votes. **They also study** ~~In response,~~ middle-class social reformers such as Jane Addams and Florence Kelley, **who formed alliances with labor unions and business interests to press for state reforms in working conditions, clean up local government corruption, and improve public services.** ~~worked to improve living conditions for immigrants and the~~

~~working poor.~~ **Women reformers took advantage of new opportunities for education and employment previously reserved for men and helped to build the profession of social work. Thriving urban centers became havens for the middle-class single women who played an important role in the settlement house movement, making collective homes in the poor areas of cities and often forming marriage-like relationships known as “Boston marriages” with one another as they worked to provide services.**

In the growing cities, young women and men who moved from farms and small towns to take up employment in factories, offices, and shops found themselves free from familial and community supervision in the urban environment. They flocked to new forms of commercialized entertainment, such as amusement parks, dance halls, and movie theaters, and engaged in less restricted forms of sexual intimacy, alarming some middle-class reformers. The more anonymous environment of cities also made space for men and women seeking relationships with someone of the same sex, including gender non-conforming men who were visible on city streets and on the stage. By the end of the century, the ideas of European sexologists, who came to define homosexuality and heterosexuality as discrete categories of identity, not just characterizations of sexual acts, were becoming more widespread in U.S. society. This had consequences for the ways that people in same-sex relationships, such as romantic friendships, as well as the public thought about intimate relationships between people of the same sex.

Social Darwinism, laissez-faire economics, as well as the religious reformism associated with the ideal of the Social Gospel, were important ideas of the period.

Together they reinforced the notion that those with the will and strength for hard work could attain individual progress. By pooling together capital to minimize risk and increase profits, American entrepreneurs generated incredible wealth. Students examine corporate mergers that produced trusts and cartels, industrial giants, “robber barons,” anti-union tactics, and the gaudy excesses of the Gilded Age. **They also study the labor movement’s growing strength, despite the repeated efforts of corporations to use violence against labor protests.** Students can conduct a mock legislative hearing to investigate the causes and consequences of the Haymarket riot in Chicago in 1886.

These social conditions are the background for the progressive reform movement and the labor movement that challenged big-city bosses **and government corruption**; rallied public indignation against “the trusts”; led successful campaigns for social and economic legislation at the city, state, and federal levels; **pushed for greater urban policing, social work, and institutionalization related to gender, sexuality, race, and class**; and played a major role in national politics in the pre–World War I era. **Labor and social justice movements, led by both women and men, also called for education reform, better living conditions, wage equality, more social and sexual freedom for women, and sometimes acceptance of, or at least tolerance for, women and men living outside of traditional heterosexual roles and relationships.** Excerpts from the works of muckrakers, **reformers, and radical thinkers** such as Lincoln Steffens, Jacob Riis, Ida Tarbell, Helen Hunt Jackson, ~~and~~ Joseph Mayer Rice, **Emma Goldman, and Jane Addams** and novels by writers such as Theodore Dreiser, Upton Sinclair, and Frank Norris will help set the scene. Students examine the impact of mining and agriculture on the laws concerning water rights during these years. Although attempts to build new

political parties around the cause of reform, such as the Populists **and Progressive Parties**, ultimately failed, progressive legislation led to an expansion of the role of the federal government in regulating business and commerce during the administrations of Theodore Roosevelt and Woodrow Wilson. **During these same years, despite a sometimes hostile judicial system, progressive state legislation regulated child labor, the minimum wage, the eight hour day, and mandatory public education, as well as supplied women in many states with the vote.**

The Rise of the United States as a World Power

Students study America's growing influence as a world power in the global context of nineteenth-century European imperialism first considered in grade ten. The United States actively protected and promoted its economic and political interests overseas during this intense period of global competition for raw materials, markets, and colonial possessions. The foreign policy of progressive presidential administrations—Theodore Roosevelt, William Taft, and Woodrow Wilson—attempted to extend American interests **and was undergirded with ideas of American moral and racial superiority** as illustrated by the Roosevelt Corollary. Students may consider the nation's objectives and **attitudes about other nations and diverse peoples** in analyzing its **immigration policy, such as the exclusion of many Asians, limitations and scrutiny placed on those already in the U.S., and exclusion of any people considered disabled, as well as** foreign policy, including the American Open Door policy; and expansion into the South Pacific and Caribbean following the Spanish-American **and Philippine-American Wars**. For example, American intervention in the Panama Revolution helped secure control over the

Panama Canal, which certified America's emergence as a global economic and military power. President Roosevelt's **portrayed his** "big stick" policies, **as manly and necessary extensions of American strength and racial destiny onto a world that needed U.S. leadership.** The voyage of the Great White Fleet and the United States' involvement in World War I are additional examples of America's **complicated expansion** into world affairs. A review of the tenth-grade study of the causes and consequences of World War I illuminates the significance of these actions.

World War I stands as an important marker in the growth of the federal government. Once the United States entered the war, the government grew through the administration of the draft, **supervision of soldiers during their off-hours – many of whom found that wartime mobilization offered them unimagined freedom to pursue adventures, both overseas and in American cities – and** the organization of the war at home and abroad. **Young men serving abroad – particularly African-Americans and those interested in sex with other men – found European ideas about race and sexuality very liberating.** Americans on the home front had mixed reactions to the war. Some bought Liberty bonds to support the war, while others opposed the war. German Americans experienced prejudice and extreme nativism. **African-Americans, who moved to industrial centers as part of the "Great Migration," were often met with hostility from locals. The war provided the context in which women's activism to secure the vote finally succeeded.** National security concerns led to the passage and enforcement of the Espionage Act of 1917 **and Sedition Acts**, which encroached upon civil liberty protections, **while local policing efforts coordinated with the military led to a greater awareness and scrutiny of the sexual and social behavior of young**

women, people of color, and people engaging in same-sex activity or cross-dressing.

The war also had consequences for soldiers who returned home with physical injuries and a new syndrome known as “shell shock.”

An analysis of President Wilson’s Fourteen Points and the nation’s decision not to join the League of Nations illustrate the waning influence of progressive ideals. A number of American writers and poets of the “Lost Generation,” such as Ernest Hemingway, John Dos Passos, and Ezra Pound, sought solace in their creative work to make meaning out of the death and destruction of the war, and their resulting disillusionment with American idealism.

The 1920s

The 1920s is often characterized as a period of Prohibition, gangsters, speakeasies, jazz bands, and flappers, living frivolously, overshadowing the complex realities of this era. Students recognize the change from the reformism of the Progressive Era to the desire for “normalcy” in the 1920s as evidenced by the election of Warren Harding, Calvin Coolidge, and Herbert Hoover.

Students should explore important cultural and social elements of the “Jazz Age.” Women, who had just secured national suffrage with the passage of the Nineteenth Amendment, experienced new freedoms but also pressures to be “attractive” and sexual through the growing cosmetics and entertainment industries. The passage of the Eighteenth Amendment and the Volstead Act triggered the establishment of speakeasies. These not only represented a challenge to Prohibition but established a vast social world that broke the law and challenged

middle-class ideas of what should be allowed. Within those arenas, LGBT patrons and performers became part of what was tolerated and even sometimes acceptable as LGBT-oriented subcultures grew and became more visible. At the same time, modern heterosexuality became elaborated through a growing world of dating and entertainment, a celebration of romance in popular media, a new prominence for young people and youth cultures, and a cultural and social scientific emphasis on companionate marriage.

For middle-class Americans, the standard of living rose in the 1920s, and new consumer goods such as automobiles, radios, and household appliances became available, as well as consumer credit. Students learn how productivity increased through the widespread adoption of mass production techniques, such as the assembly line. The emergence of the mass media created new markets, new tastes, and a new popular culture with new ideals of what it meant to be a man or a woman. Movies, radio, and advertising spread styles, raised expectations, promoted interest in fads and sports, and created highly gendered celebrity icons such as “It Girl” Clara Bow and Babe Ruth, the “Sultan of Swat.” At the same time, major new writers began to appear, such as William Faulkner, F. Scott Fitzgerald, Gertrude Stein, and Sinclair Lewis.

American culture was also altered by the First Great Migration of over a million African Americans from the rural South to the urban North during and after World War I, which changed the landscape of black America. The continued flow of migrants and the practical restrictions of segregation in the 1920s helped to create the “Harlem Renaissance,” the literary and artistic flowering of black artists, poets,

musicians, and scholars, such as Alain Locke, Langston Hughes, Countee Cullen, Ma Rainey, and Zora Neale Hurston. Their work provides students with stunning portrayals of life during segregation, both urban and rural. LGBT life expanded in 1920s Harlem. At drag balls, rent parties, and speakeasies, rules about sexual and gendered behavior seemed more flexible for black and white Americans than in other parts of society, and many leading figures in the “Renaissance,” such as Hughes, Locke, Cullen, and Rainey, were lesbian, gay, or bisexual. The Harlem Renaissance led many African Americans to embrace a new sense of black pride and identity, as did Marcus Garvey, the popular black nationalist leader of a “Back to Africa” movement that peaked during this period.

Alongside these cultural shifts ~~Behind the veil of normalcy,~~ the Ku Klux Klan revitalized **launched** its **anti-immigrant and moralizing** campaigns of violence and intimidation, **vice squads targeted speakeasies, communities of color, and LGBT venues,** farm income declined precipitously, and labor unrest spread throughout the country. The United States Supreme Court ruling in *United States v. Bhagat Singh Thind* restricted the right to naturalization based on race. Congress, **encouraged by eugenicists who warned of the “degradation” of the population,** restricted immigration by instituting nationality quotas the following year in 1924. Fears of communism and anarchism associated with the Russian Revolution and World War I provoked attacks on civil liberties and industrial unionists, including the Palmer Raids, the “Red Scare,” the Sacco-Vanzetti case, and legislation restraining individual expression and privacy. Legal challenges to these activities produced major Supreme Court decisions defining the right to dissent and freedom of speech. By reading some of the extraordinary decisions of

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Justices Louis Brandeis and Oliver Wendell Holmes (*Schenck v. U.S.* and *Whitney v. California*), students will understand the continuing tension between the rights of the individual and the power of government. Students can engage in a debate that weighs the need to preserve civil liberties against the need to protect national security. Learning about the American Civil Liberties Union (ACLU), formed in 1920 with the purpose of defending World War I dissenters, and the National Association for the Advancement of Colored People (NAACP), established in 1909 to protect and promote the constitutional rights of minorities, helps students identify organizational responses to unpopular views and minority rights.

~~The 1920s also saw the culmination of Progressive efforts toward moral and social reform. The passage of the Eighteenth Amendment and the Volstead Act led to the temporary experiment of Prohibition. Women won the right to vote, with the passage of the Nineteenth Amendment establishing woman's suffrage on a national scale. In an age of shifting social mores, women's roles expanded in both the public and private spheres following their contributions to the war effort, and their reform-minded activities during the Progressive years.~~

~~The First Great Migration of over a million African Americans from the rural South to the urban North during and after World War I changed the landscape of black America. The continued flow of migrants in the 1920s helped to create the "Harlem Renaissance," the literary and artistic flowering of black artists, poets, musicians, and scholars, such as Langston Hughes, Richard Wright, and Zora Neale Hurston. Their work provides students with stunning portrayals of life and living during segregation, both urban and rural, as well as a small window into the black experience in America. Marcus~~

~~Garvey, the black nationalist leader of a Back to Africa movement, reached the peak of his popularity during this period.~~

~~For most Americans, the standard of living rose in the 1920s, and new consumer goods such as automobiles, radios, and household appliances became available as well as consumer credit. Students learn how productivity increased through the widespread adoption of mass production techniques, such as the assembly line. The emergence of the mass media created new markets, new tastes, and a new popular culture. Movies, radio, and advertising spread styles, raised expectations, and promoted interest in fads and sports. At the same time, major new writers began to appear, such as William Faulkner, F. Scott Fitzgerald, Gertrude Stein, and Sinclair Lewis.~~

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America's Participation in World War II

In this unit students examine the role of the United States in World War II. Students review the rise of dictatorships in Germany and the Soviet Union and the military-dominated monarchy in Japan; and they examine the events in Europe and Asia in the 1930s that led to war, including the economic and political ties that existed between the United States and the Allies prior to U.S. entry into World War II. Students understand the debate between isolationists and interventionists in the United States as well as the effect on American public opinion of the Nazi-Soviet pact and the bombing of Pearl Harbor. Students look again at the Holocaust and consider the response of Franklin D. Roosevelt's administration to Hitler's atrocities against Jews and other groups.

By reading contemporary accounts in newspapers and popular magazines, students understand the extent to which this war taught Americans to think in global terms. By

studying wartime strategy and major military operations, students grasp the geopolitical implications of the war and its importance for postwar international relations. Through a guided reading of Roosevelt’s “Four Freedoms” speech, students can learn how the war became viewed as a conflict about fundamental values. Students learn about the roles and sacrifices of American soldiers during the war, including the contributions of ~~unique groups such as~~ the Tuskegee Airmen, the 442nd Regimental Combat team, **women and gay people in military service**, and the Navajo Code Talkers. As in other wars, the injuries soldiers sustained had consequences for both medical advances and policies toward and treatment of disabilities. When possible, this study can include oral or video histories of those who participated in the conflict. The controversy over President Harry S. Truman’s decision to drop atomic bombs on Japan should be analyzed fully, considering both his rationale and differing historical judgments. Students can simulate Truman’s cabinet in small groups to evaluate the then-available evidence about the condition of Japan and the effects of nuclear weapons, make a reasoned recommendation, and compare each group’s decision making. Students will study the formation of the Nuremburg Tribunal and the conduct of the trials of the Nazi high command at Nuremburg.

At home, World War II had many long-lasting effects on the nation. Industrial demands fueled by wartime needs contributed to ending the Depression and set a model for an expanded governmental role in regulating the economy after the war. Wartime factory work created new and higher-paying job opportunities for women, African Americans, and other minorities; the opening up of the wage-labor force to women and minorities helped them to raise their expectations for what they should be able to

achieve. **Wartime brought social changes to family and intimate life, as women took on new responsibilities and young women known as “Victory Girls” made themselves available to men in uniform in a spirit of adventure and patriotism.**

Unlike World War I, many women remained in the workforce after demobilization. **The egalitarian ideology of the war effort, combined with the racial segregation of the armed forces, sparked multiple efforts at minority equality and civil rights activism when the war ended.**

~~The racial segregation of the armed forces, combined with the egalitarian ideology of the war effort, produced a strong stimulus for civil rights activism when the war ended.~~ For example, the head of the **largely African-American**

Brotherhood of Sleeping Car Porters Union, A. Philip Randolph, planned a march on Washington, D.C. in 1941 to focus international attention on the hypocrisy of undemocratic practices at home while the country was about to become engaged in fighting for democracy abroad. This march ultimately prompted President Roosevelt to sign Executive Order 8802 to desegregate military-related industries.

But wartime racial discrimination went beyond military segregation. Los Angeles Mexicans and Mexican-Americans found themselves under violent attack during the 1943 Zoot Suit Riots, when the police allowed white Angelenos and servicemen to rampage against them. More egregiously, t

~~t~~The relocation and internment of 110,000 Japanese Americans during the war on grounds of national security was a governmental decision that violated their constitutional and human rights.

In addition, many persons of Italian and German origin who were in the United States when World War II began were classified as “enemy aliens” and had their rights restricted, including thousands who were interned. The racial distinction in the

application of these policies is clear in the fact that unlike the Italians and Germans who were interned, over 60 percent of the Japanese Americans affected by Executive Order 9066 were American citizens. Japanese Americans lost personal property, businesses, farms, and homes as a result of their forced removal. After many years of campaigning for redress, Congress in 1988 apologized for Japanese internment and allocated compensation funds for survivors. *Only What We Could Carry*, edited by Lawson Inada, is a particularly good source for firsthand accounts of the Japanese American experience during WWII, including oral histories of servicemen.

These multiple forms of oppression led many to start to reimagine what it meant to be a “social minority” in American society. In this way, the war had important consequences for the gay and lesbian population, creating spaces for the survival and spread of gay cultures that had flourished in large cities since the 1920s. Mobilized military personnel, war workers recruited to boom cities from small towns, and the growth of commercial establishments catering to gay men and lesbians in cities such as San Francisco furthered such spaces and cultures. Sex-segregation in the military and war industry further enhanced the possibility that gay men and lesbians might meet others like them. Military officials established an unprecedented effort to screen out and reject homosexuals. Gay men and lesbians still ended up serving in the armed forces in significant numbers. Some found toleration in the interests of the war effort, but many others were imprisoned or dishonorably discharged. That persecution set the stage for increased postwar oppression and organized resistance.

The Transformation of Post-World War II America

In this unit students focus on the significant social, economic, and political changes of the 25 years following World War II. Having emerged from the war with a strong industrial base, the nation experienced rapid economic growth and a steady increase in the standard of living. The GI Bill of Rights opened college doors to millions of returning veterans, who contributed to the nation's technological capacity. The economic surge was extended during the Eisenhower era, which was marked by low inflation and relative social calm. During the postwar years, the white middle class grew in size and power, while poverty concentrated among minority groups, the elderly, and single-parent families. Demographic changes such as the Baby Boom, white migration to the newly developing suburbs, migration to the Sun Belt, and the decline of the family farm transformed where and how Americans lived. Televisions, home appliances, automobiles, the interstate highway system, and shopping malls fostered changes in American families' lifestyles. **Betty Friedan coined the term "feminine mystique" to describe the ideology of domesticity and suburbanization, which left white middle-class college educated housewives yearning for something more than their responsibilities as wives and mothers. Although the 1950s have been characterized as a decade of social calm, the struggles of African Americans, as well as women and gays and lesbians that emerged forcefully in the 1960s, had their roots in this period.**

Students can see the contradiction between the image of domestic contentment and challenges to the sex and gender system through the publication of and responses to the Kinsey reports on male and female sexuality in 1948 and 1953; the publicity surrounding Christine Jorgensen, the "ex-G.I." transformed into a

“blonde beauty” through sex-reassignment surgery in 1952; the efforts of the medical profession to enforce proper marital heterosexuality; and the growth of gay, lesbian, bisexual and transgender cultures.

In this period, immigration continued, especially to California, which depended upon agricultural labor provided by immigrants, particularly Mexicans, who continued to come through the Bracero Program. This 1942 government-sponsored program, designed primarily to replace interned Japanese-American farmers and native-born agricultural workers who were mobilizing for war with imported Mexican laborers, continued until 1964.

The United States government, especially the presidency, emerged from the Great Depression and World War II with new powers, which expanded during the Cold War through the development of a national security state. Government spending remained high throughout the postwar era and included new investments, such as President Eisenhower’s interstate highway system at the federal level, and the California Master Plan for education at the state level. Spending on defense remained high as well, which led Eisenhower to warn about the rise of a “military-industrial complex” that would endanger American democracy. This spending led to the growth of both new and existing industries that for decades affected the American economy and society, including the rise of the aerospace and computer industries in California.

United States Foreign Policy Since World War II

In the postwar context, students study the creation of the United Nations in 1945 and its role in global politics and economics, including the role of institutions such as the

International Monetary Fund; the United Nations Education, Scientific and Cultural Organization; the United Nations Human Rights Commission; the World Health Organization; and the World Bank. They also learn about the Universal Declaration of Human Rights, adopted by the United Nations in 1948. Students understand the reasons for the continued U.S. support of the Geneva Conventions and the U.S. role in the adoption of the Fourth Geneva Convention of 1949.

Students study the postwar foreign policy of the United States, with an emphasis on relations between the United States and the Soviet Union. As part of their study of the policy of containment, students examine the Soviet expansion into Eastern Europe, the Truman Doctrine, the Marshall Plan, and the creation of the North Atlantic Treaty Organization. In addition, students revisit early Cold War events such as the Berlin blockade and airlift and the formation of the Warsaw Pact.

The domestic political response to the spread of international communism receives attention as part of the study of the Cold War. Students learn about the investigations of domestic communism at the federal and state levels and about the celebrated spy trials of the period. From 1948 to 1950, Richard Nixon established himself as an anti-communist crusader by prosecuting Alger Hiss, an educated New Dealer who had worked at the State Department, for his Communist affiliations and espionage conducted for the Soviet Union in the late 1930s. Senator Joseph McCarthy heightened Americans' fear of Communists with his dramatic, public, yet ultimately baseless allegations of Communists infiltrating the government in the early 1950s. Although his colleagues in the U.S. Senate censured him, the influence of McCarthy outlasted his actions and explains why the term "McCarthyism" signifies the entire era of suspicion and disloyalty. Outside the federal

government, institutions ranging from school districts and school boards, to the Screen Actors Guild in Hollywood, to civil rights organizations produced blacklists that contained the names of suspected Communists or Communist sympathizers, which meant that the groups would not affiliate with those people. Students can study the loyalty oaths (an important issue at the University of California in the 1950s) and legislative investigations of people's beliefs as part of this unit. Still, during this era, there were significant Supreme Court decisions that protected citizens' rights to dissent and freedom of speech.

McCarthyism profoundly shaped the course of history for gay and lesbian Americans. Hysteria over national security extended to homosexuals, considered vulnerable to blackmail and thus likely to reveal national secrets. The public Red Scare overlapped with a more private, expansive, and long-lasting Lavender Scare. Congress held closed-door hearings on the threat posed by homosexuals in sensitive government positions. A systematic investigation, interrogation, and firing of thousands of suspected gay men and lesbians from federal government positions extended into surveillance and persecution of suspected lesbians and gay men in state and local government, education, and private industry. U.S. efforts to purge lesbians and gay men from government employment paralleled similar efforts in Canada and Western European nations. Students should debate whether such actions served national security and public interests and consider how the Lavender Scare shaped attitudes and policies related to lesbian, gay, bisexual, and transgender people from the 1950s to the present.

The study of the foreign policy consequences of the Cold War can be extended to an examination of the major events of the administrations of Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson. Students examine the United Nations' intervention in Korea, Eisenhower's conclusion of that conflict, and his administration's defense policies based on nuclear deterrence and massive retaliation. Foreign policy during the Kennedy and Johnson administrations represents a continuation of Cold War strategy, in particular the "domino theory" that warned of the danger of communism rapidly spreading through Southeast Asia. Students study how the escalation of the Vietnam War and secret bombings of Laos and Cambodia proved to be the culmination of Cold War strategies and ultimately caused Americans to question the underlying assumptions of the Cold War era, and protest against American policies abroad. Collectively, Linda Granfield's *I Remember Korea*, Rudy Tomedi's *No Bugles, No Drums*, Sucheng Chan's *Hmong Means Free*, John Tenhula's *Voices from Southeast Asia*, *The Vietnam Reader*, edited by Stewart O'Nan, and Lam Quang Thi's *The Twenty-Five Year Century* are examples of oral histories, memoirs, and other primary sources that represent soldiers' and refugees' experiences during the Korean and the Vietnam Wars. Students learn about U.S. support of anti-communist governments, including burgeoning democracies and authoritarian regimes. These events should be placed within the context of continuing tensions between the Soviet Union and the United States. American foreign policy in the Middle East also connected to the Cold War, including American support for Israel and Turkey, the CIA's involvement in overthrowing the democratically elected but socialist-leaning government of Iran, and the tensions that would lead (much later) to the first and second Gulf Wars. Students should leave the topic of the Cold War with an understanding of

how it ended, including the way that an ongoing struggle in Afghanistan depleted the Soviets of many of their financial and military resources, the role of Reagan's administration, and the Soviet policies of *Perestroika* and *Glasnost* that ultimately led to its dissolution.

Studying the Cold War can also be accomplished by learning about the nation's relationships with its neighbors in the Western Hemisphere. Students examine the events leading to the Cuban Revolution of 1959; the political purges and the economic and social changes introduced and enforced by Castro; Soviet influence and military aid in the Caribbean; American intervention in Guatemala (1954) and Chile (1973); the 1961 Bay of Pigs invasion and the 1962 Missile Crisis; the 1965 crisis in the Dominican Republic; the 1978 Panama Canal Treaty; and the spread of Cuban influence, indigenous revolution, and counterrevolution in Nicaragua and El Salvador in the 1980s. Students analyze the continuing involvement of the United States in this region. An investigation of U.S. economic relationships with Latin America today includes the international as well as domestic causes of mounting third-world debt.

The hemispheric unit concludes with students examining U.S. relations with Mexico in the twentieth century. They will gain an understanding of the Mexican perspective regarding immigration, *maquiladoras* (export processing zones or free enterprise zones), and trade. The North American Free Trade Agreement between Canada, the United States, and Mexico played a central role in fostering closer relationships between the three countries, but tensions remain on issues related to economic regulation, labor conditions, immigration, and damage to the environment.

~~The Development of Federal Civil Rights,~~ **Voting Rights, and Equal Rights**

In this unit students focus on the history of the **African-American** civil rights movement **and other social justice movements** in the **thirty-five** years after World War II and on the broader social and political transformations that ~~it brought~~ **they inspired**. One emphasis in this unit is on the application of the Constitution and the Bill of Rights in ~~modern times in such a way that~~ African Americans **efforts to** make the Fourteenth and Fifteenth Amendments a reality for themselves and others ~~minority groups~~.

A review of earlier content helps students grasp the enormous barriers African Americans had to overcome in their struggle for their rights as citizens. Students can review the provisions ~~enacted~~ **ratified** into the Constitution in ~~1787~~ **1788** that preserved slavery; the post-Civil War laws and practices that reduced the newly freed slaves to a state of peonage; and the Jim Crow laws that the Supreme Court upheld in a series of decisions in the late nineteenth ~~century~~ **and early twentieth centuries**. Early twentieth-century civil rights advocates such as Booker T. Washington, ~~the~~ founder of Tuskegee Institute and author of the 1895 Atlanta Exposition address, and W.E.B. Du Bois, a founder of the NAACP and author of *The Souls of Black Folk*, had different perspectives on the means toward African American uplift. Racial violence, discrimination, and segregation inhibited African Americans' economic mobility, social opportunity, and political participation. Readings from Gunnar Myrdal's *An American Dilemma* help students consider the contrast between ~~the American creed~~ **principles of freedom and equality** and ~~the~~ practices of racial segregation. As background, students understand the meaning of "separate but equal," both as a legal term and as a reality that effectively limited the life chances of African Americans by denying them equal opportunity for

jobs, housing, education, health care, and voting rights.

Students learn about the rise of the **African American** civil rights movement and the legal battle to abolish segregation. An important stimulus for this movement was World War II, when African Americans worked in both the defense industries at home and in military service **campaigns** abroad **that were often framed as wars against two racist empires**. ~~The battles in the courts began with challenges to~~ **Some of the most successful state and federal court cases challenged** racial segregation **and inequality** in education, ~~including cases in state and federal district courts, such as *Mendez v. Westminster* (1947),~~ which **addressed segregation of Mexican and Mexican-American school-children** **and** ~~involved~~ **California's** then-Governor Earl Warren, who ~~would later,~~ **as Chief Justice of the U.S. Supreme Court,** ~~wrote~~ the *Brown* decision). The NAACP in 1954 achieved a momentous signal victory with the *Brown v. Board of Education of Topeka* decision in challenging racial segregation in public education. The NAACP Legal Defense Fund, employing Thurgood Marshall as its lead counsel, successfully fought to overturn the entire **legal** basis of “separate but equal.” Exploring why African Americans **and other minorities** demanded equal educational opportunity early ~~on~~ in the civil rights movement is important for students to consider and understand.

The *Brown* decision and resistance to it by local and state governments stimulated a generation of political and social activism led by African Americans pursuing their civil rights. Momentous events in this story illuminate the process of change: the commitment of white people in the South **(and, in less dramatic ways, the North and West)** to “massive resistance” against desegregation; the Montgomery bus boycott, triggered by the arrest of **longtime activist** Rosa Parks, ~~and then~~ led by the young Martin Luther

King, Jr., **and sustained by thousands of African-American women**; the clash in Little Rock, Arkansas, between federal and state power; the student sit-in demonstrations that began in Greensboro, North Carolina; the “freedom rides”; the march on Washington, D.C., in 1963; the Mississippi Summer Project of 1964; the march in Selma, Alabama, in 1965; **and the Supreme Court's 1967 *Loving v. Virginia* decision to overturn state anti-miscegenation laws**. Students recognize how these dramatic events influenced public opinion and enlarged the jurisdiction of the federal courts **government**. They learn about Dr. King’s philosophical and religious dedication to nonviolence by reading documents such as the “Letter from a Birmingham Jail,” ~~and~~ **and** They recognize the leadership of the black churches ~~and their~~, female leaders such as **Rosa Parks**, Ella Baker, **and Fannie Lou Hamer, and gay leaders such as Bayard Rustin, all of whom played key roles** in **shaping** the movement. Through the careful selection and analysis of the many primary sources available from the period, students come to understand both the extraordinary moral courage of ordinary black men, women, and children and the interracial character of the civil rights movement.

Students examine the expansion of the role of the federal government as a guarantor of civil rights, especially during the administrations of Presidents Kennedy and Johnson. After President Kennedy’s assassination, Congress enacted landmark federal programs in civil rights, education, and social welfare. The Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Elementary and Secondary Education Act of 1965 indicated the federal government’s commitment to provide for the rights of full citizenship to **people of** all races, ethnicities, religious groups, and sexes.

The peak of legislative activity in 1964-65 was accompanied by a dramatic increase

in civil unrest and protest among urban African Americans, and i. **One catalyst was police violence against African Americans, which contributed to the Los Angeles Watts riot in 1965. Another was the 1965 assassination of Malcolm X, an influential Black Muslim leader who had criticized the civil rights movement for its commitments to nonviolence and integration.** In 1966, inspired by Malcolm X, the Black Power movement emerged. Criticizing civil rights' activists' calls for nonviolent strategies to achieve integration, some Black Power advocates maintained the mantra **demanded change** "by any means necessary," **promoted black nationalism**, and espoused plans for racial separatism. **While the Black Power movement never received the mainstream support that the civil rights movement did in black or white communities, it had enduring social influence in its emphasis on racial pride, its celebration of black culture, and its powerful criticisms of racism.**

The assassination of Dr. King in 1968 deprived the civil rights movement of its best-known leader, but not its enduring effects on American life. In considering issues such as school busing (***Swann v. Board of Education* and *Milliken v. Bradley***) and racial quotas **affirmative action** (*Regents of the University of California v. Bakke*), students can discuss the continuing controversy between group rights to equality of opportunity as opposed to individual rights to equal treatment. **More recent Supreme Court decisions that address education for undocumented immigrant children (*Plyler v. Doe*), affirmative action (*Fisher v. University of Texas*), and the Voting Rights Act (*Shelby County v. Holder*) provide opportunities to consider the influence of the past on the present.** Well-chosen readings heighten students' sensitivity to the issues raised in this unit, such as *The Autobiography of Malcolm X*, Lerone Bennett's *Before the Mayflower*:

A History of Black America, Ralph Ellison's *Invisible Man*, Richard Wright's *Native Son*, James Baldwin's *Go Tell It On A Mountain*, and Lorraine Hansberry's *A Raisin in the Sun*.

The advances of the black civil rights movement encouraged other groups—including women, Hispanics and Latin ~~os~~ **Americans**, American Indians, Asian Americans, Pacific Islanders, gays and lesbians, **lesbian, bisexual, and transgender Americans**, students, and ~~individuals~~ **people** with disabilities—to mount their own campaigns for legislative and judicial recognition of their civil equality. Students can note major events in the development of these movements and their consequences. For example, students may study how Cesar Chavez, Dolores Huerta, and the United Farm Workers' movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farmworkers. This context also fueled the brown, red, and yellow power movements. The manifestos, declarations, and proclamations of the movements challenged the political, economic, and social discriminations faced by their groups ~~historically~~. They also sought to combat the consequences of their “second-class citizenship” by engaging in grassroots mobilization. For example, from 1969 through 1971 American Indian activists occupied Alcatraz Island; while in 1972 and 1973, American Indian Movement (AIM) activists took over the Bureau of Indian Affairs building in Washington, D.C. and held a stand-off at Wounded Knee, South Dakota. *Asian Americans: The Movement and the Moment*, edited by Steve Louie and Glenn Omatsu; *The Latino Reader*, edited by Harold Augenbraum and Margarite Olmos; and *Native American Testimony*, edited by Peter Nabokov, are a few of the readily available collections of personal histories and literature of a period of

intense introspection and political activism.

Students also consider the connections between the modern women's movement and the women's rights movement of earlier decades. **Inspired by the civil rights movement, the women's movement grew stronger in the 1960s.** Armed with the Equal Pay Act of 1963 and the Civil Rights Act of 1964, Betty Friedan, author of *The Feminist Mystique*, helped found the National Organization for Women (NOW) in 1966, which, similar to the NAACP, pursued legal equalities for women in the public sphere. **They also changed laws, introducing, for example, Title IX of the 1972 Educational Amendments, which mandated equal funding for women and men in educational institutions. Not all people supported changes to the sexual status quo, and a vocal antifeminist movement emerged in response to feminism's successes.** On the social and cultural front, feminists operated by, **many of them active in the African American civil rights movement, tackled day-to-day sexism with** the mantra, "The personal is political." **Many lesbians active in the feminist movement developed lesbian feminism as a political and cultural reaction to the limits of the gay movement and mainstream feminism to address their concerns.** Throughout the 1970s and 1980s, feminists promoted women's health collectives, opened shelters for ~~victims~~ of domestic abuse **survivors, fought for greater economic independence,** and worked to participate in sports equally with men, ~~for example.~~ **Students can consider Supreme Court decisions in the late 1960s and early 1970s that recognized women's rights to birth control (*Griswold v. Connecticut*) and abortion (*Roe v. Wade*).** Students can also read and discuss selections from the writings of leading feminists and their opponents, debate the Equal Rights Amendment, and discuss why it failed to get ratified. Students can trace

how, by the 1980s **and 1990s**, women made serious gains in their access to education, **politics**, and representation in the workforce (though women continue to not be equally represented at the very highest ranks).

Students examine the emergence of a movement for lesbian, gay, bisexual, and transgender rights. The homophile movement began in the early 1950s with California-based groups like the Mattachine Society and the Daughters of Bilitis. Across the 1950s and early 1960s, these fairly secretive organizations created support networks; secured rights of expression and assembly; and cultivated relationships with clergy, doctors, and legislators to challenge teachings and laws that condemned homosexuality as sinful, sick, and/or criminal. In the 1960s, younger activists, often poorer and sometimes transgender, began to confront police when they raided gay bars and cafes in Los Angeles, San Francisco, and most famously at the Stonewall Inn in New York City in 1969. Organizations such as the Gay Liberation Front and the Gay Activists Alliance called on everyone in the movement to “come out” as a personal and political act. Women, frustrated by the gay men’s sexism and other feminists’ homophobia, launched lesbian-feminist organizations. By the mid-1970s, LGBT mobilization led to successes: The American Psychiatric Association stopped diagnosing homosexuality as a mental illness; 17 states had repealed laws criminalizing gay sexual behavior; 36 cities had passed laws banning antigay discrimination; and gay-identified neighborhoods had emerged in major cities. Students can consider how a 1958 Supreme Court decision that rejected the Post Office's refusal to distribute a gay and lesbian magazine through the U.S. mails (*One, Inc. v. Olesen*), and a 1967 Supreme Court decision

that upheld the exclusion and deportation of gay and lesbian immigrants (*Boutilier v. Immigration and Naturalization Service*) relate to more recent decisions, such as the 1986 decision that upheld state sodomy laws (*Bowers v. Hardwick*), 2003 decision overturning such laws (*Lawrence v. Texas*), and 2013 decisions on same-sex marriage (*United States v. Windsor* and *Hollingsworth v. Perry*).

The expansion of the war in Vietnam provoked antiwar protests that reflected and contributed to a deep rift within American culture. From within the protest movement, a “counterculture” emerged with its own distinctive style of music, dress, language, and films, which went on to influence mainstream social and cultural sensibilities.

Students also read about the beginning of the modern environmental movement in the 1960s and the environmental protection laws that were passed as a result. They can link those early achievements with a student-led debate over issues such as climate change today and the appropriate role of government in dealing with these problems.

Contemporary American Society

In the final unit, students focus on other significant social, economic, and political changes confronting Americans today. Students can examine census data to identify basic demographic changes and predict future patterns of growth and decline. Students might compare the status of minorities and women in 1900 to that of the present and reflect on changes in job opportunities, educational opportunities, and legal protections available to them. They may discuss the changes in immigration policy since the Immigration Act of 1965, **including those liberalizing country of origin policies, emphasizing family reunification, rejecting same-sex partners of American citizens, and banning**

immigration of known gay people, and explain how these policies have affected American society. In addition, students analyze the impact and experience of refugees who fled Southeast Asia after the Vietnam War. How does the life of a new immigrant to the United States today compare with what it was in 1900? **How do policies from the second half of the twentieth century compare with those of the early twenty-first century?**

Students can learn about the domestic policies of the last decades of the twentieth century and see how they have led to contemporary issues by contrasting the speeches **and policies** of Presidents ~~Kennedy~~ **Nixon, Carter,** Reagan, **Bush Sr.,** Clinton, **Bush Jr.,** **and Obama.** In what ways have issues such as education; civil rights; **for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans,** and **disabled Americans;** economic policy; and the environment; **and the status of women** remained unchanged over time? **and in** what ways have they changed?

The Nixon administration (1968–1974) was notable for establishing relations with the People’s Republic of China, opening a period of detente with the Soviet Union, and negotiating a withdrawal of American troops from Vietnam. Despite his skill in managing foreign affairs, Richard Nixon’s administration was marred by a political scandal called Watergate that led to his resignation in 1974. Students understand the events that led to President Nixon’s resignation and assess the roles of the courts, the press, and the Congress. Students can discuss the continuing issue of unchecked presidential power. Are the president and his staff above the law? Students may see how this issue ties into contemporary American politics by examining the debates about presidential power and individual liberties that followed the terrorist attacks on

September 11, 2001.

In 1980, Ronald Reagan won the presidency and forged a new Republican Party by uniting fiscal and social conservatives with a landslide victory. Reagan called for a smaller government by decreasing taxes on businesses and deregulating industries. He supported ~~the anti-abortion movement~~ **social movements to outlaw abortion and appealed to social conservatives seeking to promote heterosexual marriage and faith-based cultural advocacy. These led to policies that viewed single mothers, poor people, people with HIV/AIDS, and lesbian, gay, bisexual, and transgender people as antithetical to the public good.** And he vowed to expand the military and the Cold War. These three areas led to the resurgence of the Republican Party under Reagan as he restructured the scope of the federal government. Students might study Reagan's inauguration speech to learn about his domestic and foreign policy agenda.

The study of this period includes an examination of the continuing economic contractions and expansions and the use of monetary and fiscal policy in influencing business cycles. Students learn about the growth and then shrinking of the middle class and the persistence of poverty.

Finally, consideration should be given to the major social ~~problems~~ **and political challenges** of contemporary America. Issues inherent in ~~these~~ **contemporary** ~~problems~~ **challenges** can be debated, and experts from the community can be invited as speakers. **The growth of the lesbian, gay, bisexual, and transgender rights movement, for example, led to the pioneering role of gay politicians such as Elaine Noble, who was elected to the Massachusetts House of Representatives in 1974, and Harvey Milk, elected in 1977 to the San Francisco Board of Supervisors. Students should learn**

about how such activism informed the history of the AIDS epidemic in the United States. California students are particularly poised to tap local history resources on the epidemic, as its effects were particularly dire in the Golden State. Students will be introduced to the way the AIDS epidemic related to a retreat from some areas of the civil rights, women's liberation and sexual liberation movements. By talking about the nation's AIDS hysteria, instructors may be able to connect the early response to the epidemic to previous alarmist reactions in American history and the activism that confronted them.

To address recent history, teachers can **also** provide an overview of the significant developments of the last two decades, surveying the presidencies of George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama. Students can draw on their tenth-grade knowledge of recent world history to locate America's role in an increasingly globalized world. They might study how late-twentieth century developments such as the Internet, new multi-national corporations, broadened environmental impacts, and threats such as extremist terrorist groups are made possible because of globalization (see the Appendix).

Students recognize that under our democratic political system the United States has achieved a level of freedom, political stability, and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world who yearn for a life of freedom and opportunity. Students understand that our rights and freedoms are the result of a carefully defined set of political principles that are embodied in the Constitution.

Students see that the history of the United States has had special significance for the rest of the world, both because of its free political system and its pluralistic nature. The United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people. All citizens of the United States enjoy a democratic republic, rule of law, and guaranteed constitutional rights. Students learn to perceive these historic achievements in a global context. They understand that most nations today do not rest on the consent of the governed and do not guarantee their citizens basic rights and freedoms. Students recognize that our democratic political system depends on them—as educated citizens—to survive and prosper.

To promote civic engagement at this grade level, students can participate in mock trials that recreate some of the landmark cases of the twentieth century detailed in this chapter. They can participate in debates for and against significant governmental policy decisions, such as Prohibition, the creation of the New Deal, or efforts to integrate the schools through busing, **considerations of racial or gender restrictions on the right to marry, or the question of women, people of color, and gay people serving in the military**. They can also conduct oral histories with their family or community members in order to deepen their understanding of national historical trends through the lens of local participation. For example, students can interview people who served in the military, who participated in the struggle for civil rights, or worked in industries transformed by rapid economic or technological change.

**History–Social Science Content Standards
Grade Eleven**

United States History and Geography: Continuity and Change in Modern United States History

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the **shifting implications of the** development of cities ~~divided~~ ~~according to~~ **regarding** race, ethnicity, **gender, sexuality,** and class.
3. Trace the effects **s** of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

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7. Analyze the similarities and differences between ideologies of Social Darwinism, **social reform**, and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody, **and Jane Addams**).
8. Examine the effect of political programs and activities of Populists **and Progressives**.
- ~~9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).~~
9. **Analyze the ways that women's new economic, educational and social opportunities in the cities supported a transformation in urban life, social reform, and modern heterosexual and same-sex relations.**
10. **Understand the ways that urbanization created new possibilities for gay, lesbian, bisexual, and transgender people.**

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. **Describe the cultural and social attitudes behind,** ~~List the purpose,~~ and effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific, **paying attention to the decision to go to war, the military strategies, and the attitudes that supported both.**
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.

4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches **to illuminate their political and economic goals, as well as their racial, gender, and moral attitudes.**
5. Analyze the political, economic, and social ramifications of World War I on the home front **and those in the service, with particular emphasis on workers, women, African-Americans, LGBT Americans, and German-Americans.**
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, the Ku Klux Klan, and immigration quotas, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, **Marcus Garvey's Universal Negro Improvement Association**, and the Anti-Defamation League ~~to those attacks.~~
3. Examine the passage of the Eighteenth Amendment to the Constitution ~~and~~ the Volstead Act (Prohibition), **and their impact on urban social worlds that fostered a celebrated alternative culture and heightened the visibility of LGBT life.**

4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society, **including their expanding role as workers, activists, and consumers, and the emphasis on commercialized beauty and expressive sexuality.**
5. **Examine the elaboration of modern heterosexuality through dating, popular media, youth cultures, and companionate marriage.**
6. Describe the **Great Migration and its related trends in black nationalism,** the ~~Harlem Renaissance~~ and new trends in **sexual and gender diversity, culture,** literature, music, and art, with special attention to ~~the work of~~ Harlem Renaissance writers (e.g., Zora Neale Hurston, Langston Hughes).
7. Trace the growth and effects of radio and movies and their role in the worldwide diffusion.
8. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of ~~the special fighting~~ **diverse** forces (e.g., the Tuskegee

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Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers, **women's corps, and gays in the military**).

4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; **the Zoot Suit Riots**; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in **the military production war industry** and; the roles and growing political demands of African Americans; **and the attempts to exclude gay men and women from military service**.
6. **Describe the experience of the war on the home front, including the way wartime shaped daily life, reframed household responsibilities, and altered attitudes about same-sex and heterosexual social and sexual relations, and gender.**
7. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
8. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
9. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. **Examine the impact of suburbanization on the roles of middle-class women and men, especially in relation to race, class, gender, and ideals of heterosexual family life.**
3. **Analyze challenges to the ideology of domestic contentment represented by the Kinsey reports, the struggles of lesbians and gay men, and the publicity surrounding Christine Jorgensen.**
4. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
5. Examine Truman's labor policy and congressional reaction to it.
6. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
7. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
8. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

9. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
10. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

11.9 Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss), blacklisting, **and the Lavender Scare**.
 - The Truman Doctrine
 - The Berlin Blockade
 - The Korean War
 - The Bay of Pigs invasion and the Cuban Missile Crisis
 - Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies

- The Vietnam War
 - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).
 5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
 6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
 7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

11.10 Students analyze the development of civil rights, voting rights, and equal rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, voting rights, and equal rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, ***Mendez v. Westminster***, *Brown v. Board of Education*, ***Loving v. Virginia***, *Regents of the University of California v. Bakke*, and California Proposition 209, ***Fisher v. University of Texas*, and *Shelby County v. Holder***. For women's rights, ***Minor v. Happersett*, the 19th Amendment;**

***Griswold v. Connecticut*, the failed Equal Rights Amendment, *Roe v. Wade*,
and *Ledbetter v. Goodyear*. For gay and lesbian rights, *One v. Olesen*,
Boutilier v. Immigration and Naturalization Service, *Lawrence v. Texas*, *United
States v. Windsor*, and *Hollingsworth v. Perry*.**

3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of black civil rights advocates (e.g., A. Philip Randolph, **Bayard Rustin**, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks, **Ella Baker, Fannie Lou Hamer**), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech- **and Bayard Rustin's "From Protest to Politics."**
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and **Latinos**, ~~Hispanic Americans~~, **women, LGBT people, and people with disabilities** for civil rights and, equal opportunities, **and social justice**.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s and expanded in the 1970s, including differing perspectives on the roles of women.
8. **Explore the rise of the lesbian, gay, bisexual, and transgender movement from homophile activism in the 1950s to gay liberation and lesbian feminism in the 1960s and 1970s. Consider figures such as Alfred Kinsey, Harry Hay, José Sarria, Del Martin and Phyllis Lyon, Frank Kameny, Sylvia Rivera, and Harvey Milk.**

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 **(including its liberalizing country of origin policies, family reunification emphasis, and ban on known gay people)** and successor acts **and policies** have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush **Sr.**, ~~and Clinton,~~ **Bush Jr., and Obama** (e.g., with regard to education, civil rights **for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans,** economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.

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5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. **Discuss the rise of the lesbian, gay, bisexual, and transgender movement, including connections to feminism; the impact of the AIDS crisis on American politics and culture; and the reform of laws governing sexual behavior, marriage, immigration, and the military.**
7. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
8. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs; racial concentrations in the cities; Frostbelt-to-Sunbelt migration; international migration; decline of family farms; increases in **family diversity such as single motherhood, divorced and blended families, adoption, technology-assisted reproduction, and same-sex-headed families;** ~~out-of-wedlock births~~ and **growing problems with drug use and enforcement,** ~~drug abuse~~.

Justification for Eleventh Grade Revisions

Changes that took place in U.S. culture during industrialization set the foundation for the twentieth century. Along with the growth of manufacturing came urbanization, increased immigration, the rise of a host of social problems, and a variety of movements in response to economic and social change. All of these developments had important consequences for people, including their intimate lives.

Students should understand how the growth of cities, and the major population changes in the country, were allowing more personal and sexual freedom to both heterosexuals and homosexuals through broadening the realm of the private in larger, anonymous, urban public spaces. Single middle-class women reformers made careers and homes and formed relationships in settlement houses, while young working-class women and men socialized in new ways, pioneering such practices as dating, which replaced traditional forms of courtship. Cities also gave rise to the first nascent communities of women and men with same-sex desires.

Scholarship that emphasizes the importance of urbanization, immigration, and social reform for people's intimate lives includes George Chauncey, *Gay New York: Gender, Urban Culture and the Making of the Gay Male World 1890-1920* (1994); Blanche Wiesen Cook, "Female Support Networks and Political Activism: Lillian Wald, Crystal Eastman, Emma Goldman," *Chrysalis* (1977); Lillian Faderman, *To Believe in Women: What Lesbians Have Done for America* (1999); Howard P. Chudacoff, *The Age of the Bachelor: Creating an American Subculture* (1999); Jonathan Ned Katz, *Love Stories: Sex Between Men Before Homosexuality* (2001); Kathy Peiss, *Cheap Amusements: Working Women and Leisure in Turn-of-*

the-Century New York (1985); and Beryl Satter, *Every Mind a Kingdom: American Women, Sexual Purity, and the New Thought Movement, 1875-1920* (2001).

The construction of the American empire is saturated with issues of gender, race, and sexuality. Although somewhat familiar to 11th-graders, this section provides a valuable opportunity to deepen their understanding of it. The goal must be to guide them in analyzing how American expansion both fostered economic growth and rested on deep-seated racist and gendered views. The latter framed residents of many other countries as “uncivilized” or “children” who needed to be guided toward civilization by the manly and paternal United States and its counterpart in American women’s moral order and feminine domesticating influences. Exploring the thinking and language of leading officials, when confronted with the question of what role to play in the Philippines, for instance, will bring those complications to light. Students can also analyze Roosevelt’s call for “red-blooded” and “vigorous” American men in contrast to his attacks on “effeminacy” and “weakness” that he characterized as threatening American progress. Similarly, interpreting Roosevelt’s endorsement of preventing Japanese permanent migration will help to clarify how his racial framework shaped national policy. These issues matter to the development of LGBT history in part because the gender roles and expectations that stem from U.S. imperial nationalism get mobilized as a justification for the marginalization and policing of sexually diverse and gender variant people in America.

The social impact of World War I also makes for compelling history. The upheavals of the war opened up so many opportunities, not least of which was the

Great Migration. Thousands of African-Americans moved out of the rural South and enabled them to explore new forms of belonging and expression, including diverse forms of gender and sexuality. Significant too was the embrace of American women as political equals, at least when it came to voting, and the freedoms that African-American and LGBT soldiers experienced in France and Germany. Yet for many Americans, the war raised troubling questions. Thus, even as the war brought greater possibilities for some Americans, it also provoked campaigns against German-Americans, raids on gay clubs, the policing of sexual expression by young women, people engaged in same-sex activities and cross-dressing, and people of color, attacks on African-Americans, and arrests of pacifists and leftists. The war also left many returning soldiers disabled. These themes about the mixed impact of the war will echo for students in the later discussion of the larger mobilization for World War II, and will also lay a foundation for thinking about the complicated role of the U.S. in other military actions up to the present.

Discussion of the racial and gendered ideas that undergirded the nation's imperial projects, especially during the Roosevelt years, can be found in Gail Bederman, *Manliness & Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (1995); Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (1998); Gary Gerstle, *American Crucible: Race and Nation in the Twentieth Century* (2001); and Kevin P. Murphy, *Political Manhood: Red Bloods, Mollycoddles, and the Politics of Progressive Era Reform* (2008). The experiences of gay soldiers during World War I, and the raids on gay clubs, are discussed in

George Chauncey, *Gay New York* (1994) and his 1985 essay “Christian Brotherhood or Sexual Perversion? Homosexual Identities and the Construction of Sexual Boundaries in the World War One Era,” reprinted in *Sexual Borderlands* (2003) and *Hidden from History* (1989). The relationship of the military homefront to local sexual and social policing is further detailed in Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (2009), especially pp. 55-90; Regina Kunzel’s *Fallen Women, Problem Girls: Unmarried Mothers and the Professionalization of Social Work* (1993); Mary Odem’s *Delinquent Daughters: Protecting and Policing Adolescent Female Sexuality in the United States, 1885-1920* (1995); and Elizabeth Alice Clement, *Love for Sale: Courting, Treating, and Prostitution in New York City, 1900-1945* (2006). The experiences of African-American soldiers in the war is well discussed in Adriane Lentz-Smith’s *Freedom Struggle* (2009) and a young person’s account of the fight for women’s suffrage can be found in Ann Bausum’s *With Courage and Cloth* (2004).

Images of “Jazz Age” America continue to captivate students in part because they can see in them the emergence of a familiar American culture. We need to deepen students’ understanding of how shifting ideas of gender, race, and sexuality were central factors of the 1920s. The world of Prohibition and speakeasies are exciting not just as an expression of organized crime but as the emergence of a mainstream “counter-culture” which challenged cultural norms. Women and LGBT people assumed new visibility. Women became identified as key consumers and were urged to cultivate their appeal in a world of heterosexual dating and companionate marriage. LGBT performers were celebrated for breaking gender

norms, and LGBT patrons became a recognizable part of the counter culture. A rich subculture of cafes and coded language blossomed among gay men and, to a lesser extent, lesbians in the 1920s.

The significance of the Harlem Renaissance can be greatly expanded among 11th graders. This year provides an opportunity to discuss how much sexual tolerance was woven into 1920s Harlem. Many of the leading lights of the creative community identified as LGBT in some way. This will be a powerful realization for many students, who have learned of many of these writers and performers but not of their sexualities. Sexual freedom, as demonstrated in Ma Rainey's "Prove It on Me Blues" and the widely attended drag balls of the 1920s and 1930s, was part of what made Harlem vibrant and a magnet for New Yorkers and others. Indeed, the Harlem Renaissance is a wonderful opportunity to underscore how much LGBT history relates to African-American history, and how both are fundamentally American history.

Finally, as 11th graders learn about the crackdowns on civil liberties in the 1920s, they should relate these to reactions against the new sexualized culture emerging in cities like New York. Thus the KKK went on attack not just against immigrants, but against Prohibition violators and the spread of speakeasy culture and values. Police vice squads targeted LGBT-oriented venues with a similar attitude. Eugenicists convinced Congress to stem the flow of immigrants in order to prevent them from further "perverting" or "degenerating" the American gene pool. Framing these conflicts as will help students understand why they proved so dramatic and provide

a foundation for understanding the cultural battles later in the century, and even in current cultural conflicts.

On the proliferation of modern heterosexuality, see Christina Simmons, *Making Marriage Modern: Women's Sexuality from the Progressive Era to World War II* (2009); Kevin White, *The First Sexual Revolution: The Emergence of Male Heterosexuality in Modern America* (1993); Beth L. Bailey, *From Front Porch to Back Seat: Courtship in Twentieth-Century America* (1988); and Julian B. Carter, *The Heart of Whiteness: Normal Sexuality and Race in America, 1880-1940* (2007). George Chauncey's *Gay New York* (1994) provides wonderful details about the way Prohibition fostered the creation of an underworld culture of acceptable illicit performances and behaviors. He also describes the emergence of a rich subculture of styles and locations that gay New Yorkers developed. While Chauncey includes a brief section on the Harlem Renaissance, extensive discussion can be found in A.B. Christa Schwarz, *Gay Voices of the Harlem Renaissance* (2003); James Wilson, *Bulldaggers, Pansies, and Chocolate Babies* (2011); and Eric D. Chapman, *Prove It On Me: New Negroes, Sex, and Popular Culture in the 1920s* (2012). LGBT-focused overviews of the period can also be found in Neil Miller, *Out of the Past* (2006) and Linas Alsenas, *Gay America* (2008). Discussions of shifts in the history of sexuality in this period also include Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (1997) and Chad Heap, *Slumming: Sexual and Racial Encounters in American Nightlife, 1885-1940* (2010). For a discussion of the links between sexual science, eugenics, race, and homosexuality in the late 19th and early 20th centuries, see Jennifer Terry, *An*

American Obsession: Science, Medicine, and Homosexuality in Modern Society (1999)

and Siobahn Somerville, *Queering the Color Line: Race and the Invention of Homosexuality in America* (2000).

World War II represents a major turning point in U.S. history, offering a perfect opportunity to connect the history of gay men and lesbians to major themes. The war not only reconfigured the global balance of power, it also had profound consequences on the home front, spurring the movement of millions of African Americans from the rural South to urban areas, confining Japanese Americans in relocation camps, admitting Mexicans into the country to fill jobs vacated by Americans, and recruiting white middle-class housewives to work in war industry. The experiences of gay men and lesbians are an important part of this story. The massive mobilization for war moved men and, for the first time, some women, into the military, opened opportunities for women to enter previously male civilian occupations, and in both of those ways introduced soldiers and war workers to new social and sexual environments. Mobilization created the conditions for the growth of gay communities while cracking down on homosexuality, including the first systematic attempt to keep gay people from, or kick them out of, military service. The simultaneously positive and negative wartime impact on gay men and lesbians serves as an excellent illustration of the ways that wartime has complex social consequences.

Scholarship on the LGBT experience during the war includes Allan Bérubé, *Coming Out Under Fire: The History of Gay Men and Women in World War II* (1990); Leisa Meyer, *Creating G.I. Jane: Sexuality and Power in the Women's Army*

Corps during World War II (1996); and Steve Estes, *Ask & Tell: Gay and Lesbian Veterans Speak Out* (2007). On the role of the military in defining U.S. citizenship regarding heterosexuality, homosexuality, and gender, see Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (2009). There are also a number of community histories that cover this period, including ones focused on California cities such as Nan Boyd, *Wide Open Town* (2005); Daniel Hurewitz, *Bohemian Los Angeles* (2007); and Lillian Faderman and Stuart Timmons, *Gay L.A. (2006)*. David K. Johnson, *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (2004), treats the postwar purges of the military.

The period of the 1950s is critical for understanding the ways postwar society, which was traditionally characterized as a period of domestic contentment and social calm, was in fact a period of great social change that undergirded the emergence of the social movements of the 1960s. Betty Friedan's *The Feminine Mystique* (1963) first called attention to the dissatisfaction of white, middle-class, college educated women, those supposedly happily embracing the housewife role. Scholarship on the challenges to women's and men's social roles in the 1950s and 1960s include Elaine Tyler May, *Homeward Bound* (1995); Joanne Meyerowitz, *Not June Cleaver* (1994); Barbara Ehrenreich, *The Hearts of Men* (1983); Wini Breines, *Young, White, and Miserable* (1992); Carrie Pitzulo, *Bachelors and Bunnies* (2011); and Carolyn Herbst Lewis, *Prescription for Heterosexuality* (2010).

Lewis' book also deals with the ways that the 1950s were the scene of tensions around sexuality. She and Terry, *An American Obsession* (1999), show how the

medical profession sought to mold healthy sexuality relationships within heterosexual marriage as a way of maintaining a strong nation. Joanne Meyerowitz, *How Sex Changed* (2002) details the history of transsexuality, beginning with the publicity in the U.S. around Christine Jorgensen's sex change, while Susan Stryker, *Transgender History* (2008) is an excellent overview of transgender U.S. history from the 19th to 21st centuries. A number of works details the lives of lesbians and gay men in the 1950s, including Elizabeth Lapovsky Kennedy and Madeline D. Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community* (1993); Martin Meeker, *Contacts Desired* (2006); and Craig M. Loftin, *Masked Voices* (2012).

To teach students about McCarythism and the effort to remove communists from the public sphere without talking about the parallel and overlapping effort to purge gay men and lesbians is to fundamentally distort the historical record. Senator McCarthy came to prominence by charging the Truman Administration with harboring both communists and homosexuals in the State Department. While the charges about communists were never proved, the government admitted to finding homosexuals on the payroll and began a systematic purge of federal agencies. Congress held hearings on "The Employment of Homosexuals and Other Sex Perverts in the Government" (1950). In 1953, Eisenhower signed Executive Order 10450 banning anyone guilty of "sex perversion" from serving in the federal workforce, a policy that remained in force until the 1970s and cost thousands of Americans their jobs. The purges also spread to the private sector, as corporations, especially those with government contracts, followed the government's lead in

hiring and retention practices. Faced with embarrassment, the loss of jobs and families, lasting social stigma and often no hope of meaningful professional employment, an untold number of gay men and lesbians committed suicide. The Lavender Scare represented an unprecedented example of how the apparatus of the national security state was used to stigmatize an entire class of people.

Scholarship on the Lavender Scare is well established. Two of the foundational historical works in gay and lesbian U.S. history first highlighted the issue: John D’Emilio’s *Sexual Politics, Sexual Communities* (1983) and Allan Bérubé’s *Coming Out Under Fire: The History of Gay Men and Lesbians in World War II* (1990). David K. Johnson’s *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government* (2004), the most thorough treatment of the topic, argues that more gays and lesbians lost jobs during the McCarthy era than suspected communists. Robert Dean’s *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy* (2001) looks at the impact of the anti-gay purges on foreign policy decision making. K. A. Cuordileone’s *Manhood and American Political Culture in the Cold War* (2004) looks at the political and cultural rhetoric of the Lavender Scare. Robert Corber’s *Homosexuality in Cold War America* (1997) looks at how the Lavender Scare was reflected in American film and literature. Rodger McDaniel’s *Dying for Joe McCarthy’s Sins: The Suicide of Wyoming Senator Lester Hunt* (2013) chronicles one of the more cynical and violent episodes of Cold War antigay persecution.

The story of activism around civil rights, voting rights, and equal rights in the postwar period is one of the most dramatic in our nation’s history. Because the

African American freedom struggle influenced the efforts of other groups, this unit provides an ideal opportunity to incorporate the experiences of LGBT Americans and to emphasize intersections among race, class, gender, and sexuality. Bayard Rustin, as a black gay man, was a key figure in the civil rights movement, likely more responsible than anyone for the incorporation of Gandhian nonviolence into the civil rights movement. At the time of the Montgomery bus boycott, Rustin had over a dozen years of experience organizing nonviolent direct action protests in the North and the South, including a precursor to the Freedom Rides. Rustin went to Montgomery and became a mentor and tutor to Dr. King in nonviolence as both tactic and way of life. He ghost wrote Dr. King's first published piece on the boycott. He persuaded Dr. King that he needed to create a region-wide organizational vehicle after the boycott, and drafted the plans for what became the Southern Christian Leadership Conference. With northern civil rights and labor leaders, Rustin strategized how to create a national platform for Dr. King, and he organized rallies in Washington in the late 1950s at which Dr. King spoke. In 1963, when the civil rights movement coalesced around the idea of a national March on Washington, Rustin was the man with the most experience in organizing. In eight weeks time, he put together a collection of people that allowed a march of unprecedented size to go off without a hitch. Bayard Rustin made possible the event where Dr. King gave one of the most memorable speeches in U.S. history. Very few people know who he is because, as a gay man in this era, he organized, led and engaged in activism in ways that kept him in the background. A thought-provoking and easy-to-read document is his political manifesto "From Protest to Politics"

(1965). In it, he reviews the history of the black freedom struggle and poses important questions about how activists engaged in social justice struggles can move from being protesters on the outside to becoming makers of permanent institutional and policy changes.

The women's movement—arguably the largest social movement of the 20th century—also provides an opportunity to consider the role of lesbians. The 1960s and 1970s women's movement was often hostile to lesbians, as Betty Friedan's warning about a "lavender menace" of lesbians who threatened to derail NOW's focus on legal and political advances made clear. But lesbians often found sexual and political liberation in feminist organizations and developed important theories and practices that valued women's culture and strength. Women of color, both heterosexual and lesbian, also often asserted that the mainstream women's movement was hostile to them and developed analyses of their lives as shaped by race and gender simultaneously. As a result, an analysis serves as an excellent illustration of how feminism is a multifaceted political goal as well as a social movement. For women, Supreme Court decisions in the 19th and early 20th centuries had affirmed state laws and practices that denied women the right to practice law and the right to vote, restricted the number of hours that women could work, and provided for involuntary sterilization for institutionalized women. The Supreme Court shifted direction in the late 1960s and 1970s, when the justices ruled in favor of women's rights in a series of cases concerning birth control, abortion, and equality in the workplace, the military, and family law. These established important precedents for later decisions concerning education and equal pay.

Another movement to emerge from this era was the fight for LGBT rights, which blossomed in California in the wake of WWII. Initial efforts by the homophile activists, while modest in terms of achievements, solidified shared identities among gay men and women and mapped out an agenda for change. In the early 1960s, the visibility of African American civil rights protests and the call for equality and protections against discrimination began to affect the outlook of some gay and lesbian activists. People such as Frank Kameny began organizing public picketing to protest the discriminatory policies of the federal government, carrying signs that said “Equal Rights for Homosexuals.” The more numerous and radical gay liberationists, lesbian feminists, and radical transgender activists of the late 1960s and early 1970s took a page from Black Power, feminism, and the counterculture’s rejection of middle-class norms and values. They took to the streets declaring their sexual and gender identities, forming very visible LGBT communities, and demanding just treatment before the law, medical establishment, and mainstream culture. Even though they did not achieve all their goals during the 35-year period of this unit, there are important connections to be made in their embrace of civil rights tactics, direct action rebellions, and the feminist idea of the personal being political. Fundamentally, their story helps to demonstrate how broad the changes were in the American “Minority Rights Revolution.”

The Supreme Court did not begin to consider gay and lesbian rights until the 1950s, when it expanded the reach of the First Amendment to cover gay periodicals. Major setbacks followed, but in the early years of the twenty-first century the Court declared state sodomy laws unconstitutional. Ten years later, the Court issued a pair

of rulings that struck down the Defense of Marriage Act (which had blocked federal recognition of same-sex marriages) and denied standing to a group of California residents attempting to stop the state's recognition of same-sex marriages. All of these decisions make clear that in the post-World War II era the Supreme Court played a critically important role in attempting to resolve local, regional, and national disputes about civil rights, voting rights, and equal rights.

On Bayard Rustin, key resources include John D'Emilio's *Lost Prophet: The Life and Times of Bayard Rustin* (2003), as well as his shorter essay, "Remembering Bayard Rustin," *OAH Magazine of History* (March 2006); and the documentary biographical film *Brother Outsider* (2002). Collections of Rustin's writings include Devon Carbado and Donald Weise, eds. *Time on Two Crosses: The Collected Writings of Bayard Rustin* (2003) and Michael Long, ed., *I Must Resist: Bayard Rustin's Life in Letters* (2012).

Important overviews of the women's movement include Estelle Freedman's *No Turning Back* (2002); Ruth Rosen's *The World Split Open* (2000; rev. 2010); Sara Evans' *Tidal Wave* (2000); and Flora Davis' *Moving the Mountain* (1998). Rosen's revised edition includes an up-to-date timeline, drawing temporal connections from the 1960s to the present. A number of community histories cover this movement, including Stephanie Gilmore's *Groundswell* (2013), which examines feminist activism in San Francisco and elsewhere; Judith Ezekiel, *Feminism in the Heartland* (2004); and Anne Enke, *Finding the Movement* (2007). Some studies focus on the organizational histories of women of color: Kimberly Springer, *Living the Revolution* (2003); Benita Roth, *Separate Roads to Feminism* (2000); and bell hooks,

Ain't I a Woman: Black Women and Feminism (1999). On the importance of lesbian feminism, see Karla Jay, *Tales of a Lavender Menace* (2000); Marcia Gallo, *Different Daughters*; and Alice Echols, *Daring to Be Bad* (1989). Resistance to feminism is discussed in Donald Critchlow, *Phyllis Schlafly and Grassroots Conservatism* (2005) and Shira Tarrant and Angela Howard, eds., *Antifeminism in America: A Reader* (2000). Feminists' writings from the era are important: see Boston Women's Health Collective, *Our Bodies, Ourselves*, which is still in production and updated to reflect women's many and varied health and life experiences. On the homophile, gay liberation, and lesbian feminist movements, Eric Marcus' *Making Gay History* (2002) offers an overview of these events in a collection of interwoven interviews with the participants. An accessible picture is provided in Neil Miller, *Out of the Past* (2006) or Linas Alsenas, *Gay America* (2008), with useful primary documents available in Kevin Jennings, *Becoming Visible* (1994) and Karla Jay and Allen Young's edited anthology of the major political writings of gay and lesbian liberationists from the early 1970s, *Out of the Closets: Voices of Gay Liberation* (1972). For focused accounts of homophile activism, see John D'Emilio, *Sexual Politics, Sexual Communities* (1983); Marcia Gallo, *Different Daughters* (2006); Daniel Hurewitz, *Bohemian Los Angeles* (2007); and Nan Alamilla Boyd, *Wide-Open Town* (2003). For accounts of gay liberation, see Martin Duberman, *Stonewall* (1994) and David Eisenbach, *Gay Power* (2006). Marc Stein's *City of Sisterly and Brotherly Love* (2004) spans both phases of activism.

Scholarship on Supreme Court decisions on women's rights includes Judith Baer and Leslie Friedman Goldstein, *The Constitutional and Legal Rights of Women:*

Cases in Law and Social Change (2006); Clare Cushman, *Supreme Court Decisions and Women's Rights* (2010); and Linda Kerber, *No Constitutional Right to be Ladies: Women and the Obligations of Citizenship* (1998). Scholarship on Supreme Court decisions on gay and lesbian rights includes William Eskridge, *Dishonorable Passions: Sodomy Laws in America, 1861-2003* (2008); Joyce Murdoch and Deb Price, *Courting Justice: Gay Men and Lesbians. v. the Supreme Court* (2001); and Marc Stein, *Sexual Injustice: Supreme Court Decisions from Griswold to Roe* (2010).

Historians increasingly recognize the impact of the movement for LGBT visibility, equal rights, and justice on American life, culture, and politics in the past fifty years. After the Stonewall rebellion in 1969, gays and lesbians came out of the closet and campaigned for legal reform, media visibility, and political inclusion. Despite the key roles that transgender people played in the movement's early development, gay and lesbian activists did not always accept or include them or bisexuals. By the 1990s many saw a connection between sexual expression and gender identity. The movement for gay equality increasingly if unevenly addressed the rights of transgender people to inclusion and accommodation in schools and other institutions, even as transgender activists forged their own organizations, politics, and subcultures. Bisexuals have continued to struggle for visibility and recognition. The AIDS crisis of the 1980s and 1990s led to large numbers of deaths among both gay people and the urban poor, and lent urgency to a growing movement to reduce stigma and increase access to the political system. AIDS activism led to successful efforts to reform the drug approval process and for government funding of AIDS services under the Ryan White CARE Act signed by

President George H. W. Bush. Learning about the place of LGBT people in California's and America's past will help students understand contemporary debates over same-sex marriage, rights to privacy, to workplace nondiscrimination, and gays in the United States military. An understanding of the conflict between LGBT people and the religious right will help students understand the politics of the Reagan administration and subsequent administrations.

Contemporaneous LGBT social science and humanities scholarship from the 1980s to the present abounds. Histories are still emergent. The rise of the LGBT contemporary movement, culture wars, and politics of equality are contextualized historically in LGBT and sexuality history survey textbooks such as Michael Bronski, *A Queer History of the United States* (2011); Vicki L. Eaklor, *Queer America: A People's GLBT History of the United States* (2011); Susan Stryker, *Transgender History* (2008); and John D'Emilio and Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (2012). Robert Self's *All in the Family: The Realignment of American Democracy Since the 1960s* (2012) describes the conflict between activists for feminism and civil rights for LGBT people and those advocating conservative family values, restrictive reproduction laws, and narrow social welfare policies. An excellent historical treatment of AIDS in the U.S. is Jennifer Brier's *Infectious Ideas: U.S. Political Responses to the AIDS Crisis* (2009).

Appendix 1: Report Contributors

Executive Committee:

Don Romesburg (Chair) is Co-Chair of the Committee on LGBT History and Associate Professor and Chair of Women's and Gender Studies at Sonoma State University. He received his B.A. in History from Claremont McKenna College, M.A. in History from the University of Colorado, Boulder, and Ph.D. in History with a Designated Emphasis in Women, Gender, and Sexuality from the University of California, Berkeley. Notable publications include "Making Adolescence More or Less Modern," in *The Routledge History of Childhood in the Western World* (Routledge, 2013), "'Wouldn't a Boy Do?': Sex Work and Male Youth in Early 20th-Century Chicago," *Journal of the History of Sexuality* (2009), and "The Tightrope of Normalcy: Homosexuality, Developmental Citizenship, and American Adolescence," *Historical Sociology* (2008). He can be reached at don.romesburg@sonoma.edu.

Leila J. Rupp is Professor of Feminist Studies and Associate Dean of Social Sciences at the University of California, Santa Barbara. She received her B.A. and Ph.D. in History from Bryn Mawr College. Notable publications include *A Desired Past: A Short History of Same-Sex Love in America* (University of Chicago Press, 1999), *Sapphistries: A Global History of Love between Women* (New York University Press, 2009), and *Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History*, coedited with Susan Freeman (University of Wisconsin Press, forthcoming). She can be reached at lrupp@femst.ucsb.edu.

David M. Donahue is Professor of Education and Associate Provost at Mills College. He received his B.A. in History and M.A.T. in Social Studies from Brown University and an M.A. in History and Ph.D. in Education from Stanford University. Notable publications include "Learning from Harvey Milk: The Limits and Opportunities of One Hero to Teach about LGBTQ People and Issues," *The Social Studies* (2014), and, as co-editor, *Artful Teaching: Integrating the Arts for Understanding Across the Curriculum* (Teachers College Press, 2010) and *Democratic Dilemmas of Teaching Service Learning: Curricular Strategies for Success* (Stylus, 2011). He can be reached at ddonahue@mills.edu.

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Peter Boag is Professor of History and Columbia Chair in the History of the American West at Washington State University. He received his B.A. from the University of Portland and his Ph.D. from the University of Oregon. Notable publications include *Re-Dressing America's Frontier Past* (University of California Press, 2011) and *Same-Sex Affairs: Constructing and Controlling Homosexuality in the Pacific Northwest* (University of California Press, 2003).

Michael Bronski is Professor of the Practice in Activism and Media Studies of Women, Gender and Sexuality, Harvard University. He received his M.F.A. from Brandeis University. Notable publications include *A Queer History of the United States* (Beacon

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Press, 2011) and *Pulp Friction: Uncovering the Gold Age of Gay Male Pulps* (St. Martin's Press, 2003).

Rebecca L. Davis is Associate Professor of History with a joint appointment in Women and Gender Studies at the University of Delaware. She received her B.A., M.A., and Ph.D. in History from Yale University. Notable publications include *More Perfect Unions: The American Search for Marital Bliss* (Harvard University Press, 2010); “‘Not Marriage at All, but Simple Harlotry’: The Companionate Marriage Controversy,” *Journal of American History* (2008); and “‘My Homosexuality is Getting Worse Every Day’: Norman Vincent Peale, Psychiatry, and the Liberal Protestant Response to Same-Sex Desires in Mid-Twentieth Century America,” in *American Christianities: A History of Dominance and Diversity* (University of North Carolina Press, 2011), which won the 2012 LGBT Religious History Award from the LGBT Religious Archives Network.

John D’Emilio is Professor of History and Gender and Women’s Studies at the University of Illinois at Chicago. He received his B.A. and Ph.D. from Columbia University. He is the author or editor of almost a dozen books, including *Sexual Politics, Sexual Communities: The Making of a Homosexual Minority in the United States, 1940-1970* (University of Chicago Press, 1983), *Lost Prophet: The Life and Times of Bayard Rustin* (University of Chicago Press, 2004), and, with Estelle Freedman, *Intimate Matters: A History of Sexuality in America* (University of Chicago Press), now in its third edition. His awards include fellowships from the National Endowment for the Humanities and the Guggenheim Foundation.

Estelle Freedman is Edgar E. Robinson Professor in U.S. History at Stanford University. She received her B.A. from Barnard College and her M.A. and Ph.D. from Columbia University. She is the author or editor of nine books, including *Redefining Rape: The Struggle against Sexual Violence in the Era of Suffrage and Segregation* (Harvard University Press, 2013), *No Turning Back: The History of Feminism and the Future of Women* (Ballantine Books, 2002), and with John D’Emilio, *Intimate Matters: A History of Sexuality in America* (University of Chicago Press), now in its third edition.

Stephanie Gilmore is an independent scholar-activist who is working with student activists to end sexual violence on college campuses. She received her B.A. from the University of Alabama and her Ph.D. from Ohio State University. Notable publications include *Groundswell: Grassroots Feminist Activism in Postwar America* (Routledge, 2013) and *Feminist Coalitions: Historical Perspectives on Second-Wave Feminism in the United States* (University of Illinois Press, 2008).

Richard Godbeer is Professor of History at Miami University. He received his B.A. in history from Oxford University and his Ph.D. in history from Brandeis University. Notable publications include *The Devil’s Dominion: Magic and Religion in Early New England* (Cambridge University Press, 2002), which won the American Historical Association Pacific Coast Branch Award for the Best First Book, *Sexual Revolution in Early America* (Johns Hopkins University Press, 2002), and *The Overflowing of*

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Friendship: Love Between Men and the Creation of the American Republic (Johns Hopkins University Press, 2009).

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Daniel Hurewitz is Associate Professor of History at Hunter College. He received his B.A. in Literature from Harvard and his Ph.D. in History from UCLA. Notable publications include *Bohemian Los Angeles and the Making of Modern Politics* (University of California Press, 2007), *Stepping Out: Nine Walks through New York City's Gay and Lesbian Past* (Owlet, 1997), and "Goody-Goodies, Sissies, and Long-Hairs: The Dangerous Figures in 1930s Los Angeles Political Culture," *Journal of Urban History* (2006).

David K. Johnson is Associate Professor of History at the University of South Florida. He received his B.A. in history from Georgetown University and his Ph.D. in history from Northwestern University. Notable publications include *The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*, (University of Chicago, 2004), which won the Herbert Hoover Book Award, and co-edited *The U.S. Since 1945: A Documentary Reader* (Wiley-Blackwell, 2009).

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Louise W. Knight is Visiting Scholar in the Gender and Sexuality Studies Program at Northwestern University. She received her B.A. from Wesleyan University and her M.A.T. from Wesleyan University. Notable publications include *Citizen: Jane Addams and the Struggle for Democracy* (University of Chicago Press, 2005) and *Jane Addams: Spirit in Action* (W.W. Norton and Company, 2010).

Mark Rifkin is Professor of English at the University of North Carolina, Greensboro. He received his B.A. from Rutgers University and his M.A. and Ph.D. at the University of Pennsylvania. Notable publications include *The Erotics of Sovereignty: Queer Native Writing in the Era of Self-Determination* (University of Minnesota Press, 2012), *When Did Indians Become Straight?: Kinship, the History of Sexuality, and Native Sovereignty* (Oxford University Press, 2011), winner of the John Hope Franklin Prize for best book in

American Studies, and *Manifesting America: The Imperial Construction of U.S. National Space* (Oxford University Press, 2009).

Daniel Rivers is Assistant Professor of History at The Ohio State University. He received his B.A. in Literature from the University of California, Berkeley, his M.A. in Literature at the University of California, Santa Barbara, and his Ph.D. in History at Stanford University. Notable publications include *Radical Relations: Lesbian Mothers, Gay Fathers, and their Children in the United States since the Second World War* (University of North Carolina Press, 2013), “Queer Generations: Teaching the History of Same-sex Parenting since the Second World War,” in *Understanding and Teaching U.S. Gay, Lesbian, Bisexual, and Transgender History* (The University of Wisconsin Press, forthcoming), and “‘In the Best Interests of the Child’: Lesbian and Gay Parenting Custody Cases, 1967-1985,” *Journal of Social History* (2010).

Clare Sears is Associate Professor of Sociology at San Francisco State University. She received her B.A. in sociology from University of Leeds, England, and her Ph.D. in sociology from the University of California, Santa Cruz. Notable publications include “Electric Brilliancy: Cross-Dressing Law and Freak-Show Displays in Nineteenth-Century San Francisco,” *Women’s Studies Quarterly* (2008) and “All that Glitters: Transing California’s Gold Rush Migrations,” *GLQ: A Journal in Lesbian and Gay Studies* (2008), and the forthcoming *Arresting Dress: Cross-Dressing, Law, and Fascination in Nineteenth-Century San Francisco* (Duke University Press).

Marc Stein is Professor of History and Gender, Sexuality, and Women’s Studies at York University in Toronto. He received his B.A. from Wesleyan University and his Ph.D. from the University of Pennsylvania. Notable publications include *City of Sisterly and Brotherly Loves: Lesbian and Gay Philadelphia* (University of Chicago Press, 2000); *Sexual Injustice: Supreme Court Decisions from Griswold to Roe* (University of North Carolina Press, 2010); and *Rethinking the Gay and Lesbian Movement* (Routledge, 2012).

Timothy Stewart-Winter is Assistant Professor of History at Rutgers University, Newark. He received his B.A. from Swarthmore College and his M.A. and Ph.D. from the University of Chicago. Notable publications include “Picturing Same-Sex Marriage in the Antebellum United States: The Union of ‘Two Most Excellent Men’ in Longstreet’s ‘A Sage Conversation’” (coauthored with Simon Stern), *Journal of the History of Sexuality* (2010) and “Not a Soldier, Not a Slacker: Conscientious Objectors and Male Citizenship in the United States during the Second World War,” *Gender & History* (2007). His forthcoming book is *Clout: Civil Rights, Inequality, and the Rise of Urban Gay Politics in Chicago* (University of Pennsylvania Press).

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